DOCUMENT RESUME

ED 470 686 SP 041 186

AUTHOR	Morin, Francine
TITLE	Integrating Faculty and Field Experiences in Movement Teacher Education. A Sub-Study of Professional Development of Early Years Educators: Researching the Making of a Collaborative, Inquiry-Driven Curriculum. Final Research Report.
PUB DATE	2002-09-30
NOTE	66p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*College School Cooperation; Early Childhood Education; *Field Experience Programs; Foreign Countries; Higher Education; *Movement Education; Partnerships in Education; Preservice Teacher Education; Student Teachers
IDENTIFIERS	University of Manitoba (Canada)

ABSTRACT

This self-study investigated the feasibility and effectiveness of a university-school partnership within a movement education methods course designed to enhance teacher candidates' pedagogical learning about movement. First, the context is set for understanding how the methods course fits into the structure and philosophy of an early years teacher education program, and the course is described. Second, the designs of both the field-based classes and an assignment employing pedagogical reflection strategies are addressed. Third, the learning outcomes and pedagogical values as evident in artifacts produced by teacher candidates, as well as their responses to course experiences, are discussed. Findings indicate that a university-school partnership is an effective way to create a meaningful course that connects theory to practice for teacher candidates. Descriptive, interpretive, and theoretical levels of reflection were evident as teacher candidates reported gains in their knowledge of movement pedagogy and resources. Useful information was also gleaned about teacher-learners' perceptions of collaboration and their challenges and concerns. Five appendixes include course materials; a sample learning plan developed by teacher candidates; a sample of teacher candidates' reflective writing; a sample instructor assessment of a field-based assignment; and the university's instructor/course evaluation tool. (Contains 45 references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

SP

ED 470 686

Integrating Faculty and Field Experiences in Movement Teacher Education

A Sub-Study of
Professional Development of Early Years Educators:
Researching the Making of a Collaborative, Inquiry-Driven Curriculum

FINAL RESEARCH REPORT

September 30, 2002

Prepared by
Francine Morin, Ph. D. Associate Professor
Faculty of Education, University of Manitoba
Winnipeg, Manitoba CANADA

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Francine Morin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

SP041186

Abstract

Teachers and researchers advocate for more school-based experiences in teacher education. This self-study investigated the feasibility and effectiveness of a university-school partnership within a movement education methods course designed to enhance teacher candidates' pedagogical learning about movement. First, the context is set for understanding how the method course fits in to the structure and philosophy of an early years teacher education program, and the course is vividly described. Second, the designs of both the field-based classes and an assignment employing pedagogical reflection strategies are addressed. Third, the learning outcomes and pedagogical values as evident in artifacts produced by teacher candidates, as well as their responses to course experiences are discussed.

Findings indicate that a university-school partnership is an effective way to create a meaningful course that connects theory and practice for teacher candidates. Descriptive, interpretive, and theoretical levels of reflection were evident as teacher candidates reported gains in their knowledge of movement pedagogy and resources. Useful information was also gleaned about teacher-learners' perceptions of collaboration, as well as their greatest challenges and concerns.

TABLE OF CONTENTS

Introduction 1

Purpose and Procedures 2

Results and Discussion 4

Design of the Methods Course in the Context of the Early Years Program 4

Design of the Field-Based Classes and Assignment 8

Learning Outcomes and Pedagogical Values 12

Conclusions and Suggestions for Further Research 24

Endnotes 26

References 27

Tables 32

Figures 34

List of Appendices 39

Appendix A Course Outline, Assignments and Reading Lists 40
Appendix B Sample Learning Plan Developed by Teacher Candidates 52
Appendix C Sample of Teacher Candidates' Reflective Writing 56
Appendix D Sample Instructor Assessment of Field-Based Assignment 60
Appendix E University of Manitoba's Instructor/Course Evaluation Tool 63

Integrating Faculty and Field Experiences in Movement Teacher Education

Introduction

For almost two decades, the research and reform literature in teacher education has called for stronger working relationships between higher education institutions and public schools (Darling-Hammond, 1994; Holmes Group, 1986, 1990, 1995; National Commission on Teaching and America's Future, 1996; Rice, 2002). Studies in teacher education support the need for changing the nature of the relationships between professors, classroom teachers, and teacher candidates (Doyle, 1990). In part, this is because the field experience is often cited as the most critical component of the teacher education process (Ridgen, 1996; Zeichner, 1985). Another branch of research in teacher education suggests that inquiry, critical reflection, and integration of faculty and field experiences are central lynchpins in building effective communities of teacher-learners at all levels (Cochran-Smith & Lytle, 1999; Richardson, 1990; Schon, 1987; Titone, Sherman, & Palmer, 1998; Valli, 1994).

Evidence in the literature suggests that movement educators, like their colleagues in other disciplines, recognize the theory-practice gap in teacher education (Goc-Karp, 1987; Kneer, 1986). Clarion calls for "partnerships" are motivating movement teacher educators to look for ways to provide reflective authentic experiences for teacher candidates that will address the problem of weak connections between faculty and field program experiences (Graber, 2001; Siedentop, 1991b). The establishment of faculty-field partnerships as an essential structure for learning to teach is being explored with success by movement teacher educators here and abroad (Cherendnichenko, Gay, Hooley, Kruger, Mulraney, & Ryan, 2002; Hopper, Sanford, Krawetz, Woods, Davis, & Bedhard, 2002; Morin, 2002; Rovengno, 1991; 1992b; Sebren, 1995).

In response to the challenges presented in the literature, further study of university-school partnerships in movement teacher education seems warranted. Such projects should aim to respond to the high value that teacher candidates place on work in the schools, as well as increase teacher candidates understandings about teaching movement in authentic contexts that link theory and practice in meaningful ways. Furthermore, there is a need to find ways to augment the extent and nature of collaboration between the university and school system by allowing partner teachers to participate more significantly in decision-making in teacher education.

Purpose and Procedures

Purpose. This self-study investigated the feasibility and effectiveness of a university-school partnership within a movement education methods course designed to enhance early years teacher candidates' pedagogical learning about movement. Self-study research refers to a growing research paradigm in which "college and university faculty members conduct research on their own practice" (Zeichner & Noffke, 2001, p. 304). The following questions guided the study:

1. How can a course be created within the structure and philosophy of our Early Years Bachelor of Education Program that will help teacher candidates link practice and theory in movement education?
2. How can the course be taught in a school setting with a physical education teacher so that teacher candidates are active participants in the construction of their own practice and theory?
3. What learning outcomes and pedagogical values are evident in the discursive representation of teacher candidates' practice and critical reflection?

Participants. The participants in this study were 55 teacher candidates, 47 females and 8 males, enrolled in *Early Years Curriculum and Instruction in Music and Movement II* during their second year of a two-year after degree Bachelor of Education program at the Faculty of Education, University of Manitoba. The movement education portion of this methods course was reconstructed to integrate faculty and field experiences. Approximately half of the classes met in one of the partner schools participating in the program and involved the physical education specialist and movement teacher educator as co-instructors of the workshops. Prior to enrollment in this course, all participants had completed a pre-requisite, faculty-based course, *Early Years Curriculum and Instruction in Music and Movement I*, during the previous academic year. It should also be noted that 9 of 55 or 16% of the participants had a first degree in physical education, but the large majority (46 of 55 or 84%) did not.

Data Sources. Data sources for the study included artifacts produced by faculty and teacher candidates in the course. A researcher's process folio was maintained throughout the study to systematically record course experiences, planning meetings, program documents, field notes, critical incidents, and ongoing interpretations (Bogdan & Biklen, 1992; Glesne, 1999; Hubbard & Power, 1993). A field-based assignment incorporating authentic, discursive representations of teacher candidates' practice and critical reflections was selected as the primary means of assessing the effectiveness of the course. This decision was made on the weight of research evidence using pedagogical reflection strategies to enhance learning in movement education (Bolt, 1996; Byra, 1996; Rovegno, 1992a; Sebren, 1995; Tsangaridou & O'Sullivan, 1994). Written records of small group debriefing sessions, as well as formal course evaluations were also used as data.

Data Analysis. Analysis of the process folio data was conducted to make the intangible nature of university teaching more tangible by constructing an illuminating record of the faculty-field partnership experience (Adler, 1993). Schulman (1986) advocates this practice and recommends that faculty create case knowledge based on gathering "specific, well-documented and richly described events" (p.11). According to Krathwohl (1993) description "incorporates creativity first in perceiving important aspects of a situation missed by others and second in organizing and presenting that perception so richly and vividly that it becomes alive in the theater of the mind" (pp. 5-6).

The content of written data produced by teacher candidates were analyzed qualitatively through the processes of "coding, categorizing and theme-searching" (Glesne, 1999, p. 137). Tentative themes and categories established in the early stages of analysis were later integrated, eliminated, or refined using the constant comparison method (Glaser & Strauss, 1967). The standardized course evaluations, used to assess courses across the campus, were optically scanned for the purpose of calculating teacher candidates' responses to various aspects of the course.

Results and Discussion

Findings are structured and presented around the three questions guiding the self-study. The first section sets the context for understanding how the method course fits into the structure and philosophy of the early years program, and describes how the course was designed. The designs of both the field-based classes and assignment are addressed in the second section. The third section discusses the learning outcomes and pedagogical values as evident in artifacts produced by teacher candidates, as well as their responses to course experiences.

Design of the Methods Course in the Context of the Early Years Program

The Early Years Bachelor of Education Program. The early years program at the University of Manitoba is a new two-year after degree model. The key guiding principles directing the professional learning of teacher candidates in the program include: collaboration, inquiry, critical reflection, inclusion, diversity, and integration (School Experiences Office, 2001). Prior to entering the program teacher candidates must complete a first degree of a minimum of 90 credit hours and the requirements for a 30 credit hour teachable major, and an 18 credit hour teachable minor (University of Manitoba, 2001). In addition, teacher candidates must have at least 3 credit hours each of English and Mathematics, 9 credit hours of Humanities and/or Social Sciences, and 9 credit hours of Sciences, and/or Mathematics or Statistics. The program is guided by a broad, thematic structure, shown in Figure 1, which serves to connect all faculty and field experiences over two years. Teacher candidates move from the faculty to the field for one-day-a-week experiences and longer blocks of time which total 24 weeks over the two years. The schema in Figure 2 outlines the early years school experience schedule for the 2001-2002 academic year.

[Insert Figure 1 and 2]

In a developmental way, year one of the program moves from an introductory and integrated study of teaching and learning in the early years to more advanced studies in year two. Both years are comprised of and developed through the foundations, school experience, and curriculum and instruction courses listed in Figure 3. As noted, the field-based course discussed in this article takes place during the first term of year two of the program. At this particular time, the teaching team focuses on "Developing Early Years Curriculum" and "Planning for My Internship" from various discipline-based perspectives.

[Insert Figure 3]

The Movement Methods Course. In year two of the early years program, teacher candidates continue their study of movement within the second of a two-course sequence entitled "Early Years Curriculum and Instruction in Music and Movement II." The movement portion of this year two course is designed to provide prospective early years classroom teachers with: a) an orientation to the purposes and content of the provincial Kindergarten to Grade 4 physical education curriculum documents; and b) the opportunity to systematically explore the content, methods, theories, and problems of integrating movement into a "holistic" style of teaching which is child-centred, inquiry-driven, and based on collaboration between teacher and students.

Course instruction was based on the following beliefs: a) Teacher-learning about movement is a highly focussed and flexible experience which builds logically on what we already know about the discipline; b) Classroom teachers do not have to be highly skilled athletes themselves to facilitate movement experiences for young children; c) Every early years classroom teacher can gain the necessary knowledge and skills to help them bring movement to children in meaningful ways; and d) In addition to specialized spaces, young children can explore movement ideas effectively in the classroom with their own teachers.

Portions of class time were devoted to: study group dialogues, seminar discussions, invitations, and resources talks. *Study group dialogues* were opportunities for teacher candidates to: reflect upon their learning, concerns, and questions about movement; share responses to professional readings; respond to self-evaluative questions; and/or encourage and support experimentation in movement. *Seminar discussions* gave teacher candidates the opportunity to explore theoretical and practical issues in movement education as they relate to the broad

program themes. *Invitations* represented opportunities for teacher candidates to participate in workshops in the faculty and field which offered diverse ways of thinking about teaching practices through, with, in, and about movement. *Resource talks* provided short, lively reviews of first-rate curriculum materials and resources in movement, as well as websites, professional journals and associations.

During their orientation in the schools, teacher candidates' learning focussed on "Launching a Year of Teaching and Learning." Solid grounding for these beginnings depend to a great extent on the development and enactment of a set of professional beliefs that can serve to guide the teacher's daily work with children. Our starting point for the first week of classes at the faculty, then, became an investigation of our *"Professional Beliefs About Movement"* reflecting on: Why teach physical education? What are the contributions physical education makes to the lives of children and teachers? What are we, as early years educators, trying to accomplish in movement education? What role might movement play in launching a year of teaching and learning?

As alluded to earlier, the initial eleven-week block at the faculty focussed on "Developing the Early Years Curriculum." In the movement part of this course, *"The Early Years Curriculum in Movement"* was targeted by providing teacher candidates with opportunities to explore questions such as: What is the curriculum content (concepts, skills, processes, conventions) in early years movement education? What are best practices in early years movement education? How do we best support and enhance young children's learning through, with, in, and about movement? and, How do we assess and evaluate (or provide and share evidence of) young children's kinesthetic learning? Initial activities probed what teacher candidates already knew and

thought about these questions, as well as invited them to articulate what they were curious about. Teacher candidates interests and questions helped to inform and shape the course curriculum.

During term one, teacher candidates spent half days, then full days, in their assigned partner schools to remain connected with their classroom communities. This time gave them a chance to begin thinking with their collaborating teachers about "Planning for Curriculum with Children" as they attempted to tune into the needs, interests, and abilities of the children in their classrooms. A natural follow-up to this experience at the faculty during weeks 12-15 was a consideration of the final program theme, "Planning for My Internship." In the movement part of this course we revisited the theme, *"Planning for Teaching and Learning with Movement,"* extending our understandings of short-term planning to long-term planning in both disciplinary and interdisciplinary contexts.

Design of the Field-Based Classes and Assignment

The Field-Based Classes. The field-based classes took place at Dr. D. W. Penner School which is located close to the campus in St. Vital School Division No. 6. It is a suburban public elementary school serving 235 students in Kindergarten to Grade 6. The student population is predominantly white with some representation from diverse cultures. Special needs students are integrated into regular physical education classes.

Dr. D. W. Penner School was selected as the field site for the following reasons: a) The school was one of a group of collaborating partner schools already committed to the program as a site for school experiences courses; b) The school operates on a Monday to Friday timetable which coincides with the university timetable, ensuring that we could work with the same classes of children each week; c) The physical education specialist, Ms. Pat Peacock, is an experienced,

highly respected educator in the field who was interested in collaborating and contributing to teacher education; d) Classroom management concerns in the school are minimal, so teacher candidates had the chance to focus primarily on movement teaching and learning; and e) The school administrator, Ms. Irene Henchell, was very supportive and helped to facilitate the partnership.

Prior to commencing the course in the fall, timetable arrangements were made so that early years classrooms representing a range of age and ability levels would be scheduled for physical education during our class time in the school. To streamline travel to and from the university, we purposefully arranged to meet first thing in the morning. One section of 30 early years teacher candidates was scheduled for the course on Tuesday mornings and timetabled to coincide with Grade 2/3 and Grade 1/2 classes physical education classes in the school. A second section of the course was planned on Thursday mornings and was scheduled along with Grade 3 and Kindergarten classes. We planned for the field-based classes to meet at the school for six consecutive weeks beginning the week of October 1, 2001. This schedule allowed each section of teacher candidates to complete a field-based assignment and participate in a total of 12 physical education classes with early years children in the school.

The Field-Based Assignment. During the first class meeting at the university, teacher candidates were provided with a course outline, information about the school, and explanation of the field-based classes and assignment. The assignment required them to choose one movement content theme from the K-4 physical education curriculum documents (Manitoba Education and Training 1990, 1994, 2000) and research both print and electronic curriculum resources to discover a range of learning experiences that could be used to help children explore the target

theme (e.g., games, stations, movement challenges). They were then challenged to develop a 30-minute learning plan for a particular class and implement that plan with children. Teacher candidates were invited to sign up in groups of three for a preferred date and grade level. Individuals with stronger movement backgrounds were encouraged to sign up with peers who were initially apprehensive about teaching movement. All were assured that they could contact the physical education specialist to discuss school-related information that might help support their planning and preparation (e.g., class lists, numbers of students, equipment).

As a prelude to the field-based classes, pressing questions for teacher candidates were addressed at the faculty: What is physical education? What is a physically educated person? What is best practice in physical education? What is the *Basic Movement Skills (K-3)* document all about and how does it relate to the Manitoba K-12 Physical Education Curriculum? What is the *Physical Education K-4 Movement with Meaning* document and how does it relate to the other two documents? What is a safe environment for movement learning? How do I develop a learning plan?

The first class met in the school at 8:30 a.m. and was treated as an orientation to the school, physical education specialist, and children. During this visit, teacher candidates were welcomed to the school by the principal, and formally introduced to the school's physical education teacher. Co-instructors of the course felt that the teacher candidates would feel more confident leading their own learning plans the following week if they first had the opportunity to meet and work with the children in a participant observation setting. To that end, they enthusiastically took part in two different demonstration lessons, one taught by the movement teacher educator (movement connections to a classroom study) and another by the physical

education specialist (rolling/manipulation skill development).

The remaining field-based classes met from 8:00 to 10:00 a.m. as per the schedule shown in Figure 4. The school day actually begins at 9:00 a.m., but teacher candidates scheduled to teach were asked to arrive at 8:00 a.m., review their plans with the instructors, and prepare all the necessary equipment and teaching materials. The rest of the group arrived at 8:30 a.m. and met in the gymnasium for large group seminar discussions addressing movement issues. The responsibility for leading these seminars was shared between the physical education specialist and movement teacher educator. Topics addressed included: Basic Movement Skill Development, An Overview of the New Physical Education/Health Curriculum Framework, The Assessment of Movement learning Through Observation, The Classroom as Movement Learning Space: Why? What? How?, Classroom Movement Centres for Developing Basic Skills, and Interdisciplinary Teaching and Learning Through Movement. Some of this time was also devoted to sharing circles, providing feedback to presenters, debriefing around our observations of teaching, and/or resource talks. Simultaneously, children were arriving at school and getting ready for the day.

At 9:00 a.m. participant observation began in two movement classes with early years children led by teacher candidates. The first trio worked with their class of children for 30 minutes until 9:30 a.m., and the second trio worked with a different group of children until 10:00 a.m. All teacher candidates were actively involved by: a) partnering with a child and practising skills; b) coaching, encouraging and giving feedback; c) modelling and demonstrating skills; d) observing and assessing movement learning; e) leading games with small groups; f) monitoring stations; and so on.

While in progress, the physical education specialist and movement teacher educator

observed the classes and made independent notes which were used later to provide the presenters with written and oral feedback on their teaching. It was agreed not to intervene unless a serious safety or management issue arose. Observational notes made reference to: a) specific pedagogical skills such as demonstrations, explanations, or questioning techniques; b) age-appropriateness of the experiences planned and equipment used; c) suggestions for alternative teaching strategies; d) strengths of the implementation; e) sequencing of learning experiences; f) timing of segments, pacing and flow; g) classroom management and organization; h) instructional shifts and transitions; i) teacher responding behaviour; and so on.

One week following implementation, teacher candidates submitted a written record of their learning plans using a comprehensive format of their own choice. Each plan was accompanied by reflective writing on the experience of teaching, as well as ideas about how they might revise or improve their teaching practice. Also required was: a) a short discussion of how the plan could be modified for a different grade level; b) a short discussion of what adaptations could be made to accommodate a child with special needs (e.g., physical, auditory, visual, learning, or emotional); and c) a short, lively review of the best resource uncovered (e.g., book, journal article, website) for sharing during our "Resource Talks." Completed assignments were reviewed, graded, and returned with extensive feedback during the next class.

Learning Outcomes and Pedagogical Values

Of the 59 teacher candidates enrolled in the course, 55 (93%) consented to the use of their written course work as a source of data to be used in an action research study of this field-based teaching project. One section (N=31) had a 97% response rate while 89% of the second section (N=28), or 25 teacher candidates, chose to be involved. A slightly smaller proportion of the total

group, 52 or 88%, also consented to the use of photographs of their field-based course work as an additional data source.

Thoughtful and detailed descriptions of movement education practice were embedded in the learning plans prepared by teacher candidates. Elements of effective planning were demonstrated by almost all trios, as they wrote about: learning foci (e.g., curriculum outcomes, skills, concepts), equipment, teaching strategies (e.g., sequence of experiences, group organization, transitions, questions, demonstrations, instructions), and assessment procedures. Most plans were structured to proceed from a warm-up, to the main body of the learning plan, and through to a cool down. Few plans included ideas for follow-up or extending the learning, which points to the need to reinforce this sub-topic in the course curriculum.

The content reflected in the learning plans was diverse and representative of a broad scope of the early years movement curriculum. This was a gratifying outcome as instructors were concerned that some curriculum areas might be left unexplored. The plans targeted a variety of manipulative skills (e.g., underhand throwing, catching, rolling), transport skills (e.g., galloping, hopping, jumping), balancing abilities (e.g., static, dynamic), as well as rhythmic movement. Most learning plans were non-thematic, but some teacher candidates attempted integrated or thematic planning (e.g., Food Groups, The Pied Piper, Halloween, The Jungle, Wizards). As a way of sharing their best work with one another, each section published a *Resource Book of Movement Learning Plans* for future use.

Teacher candidates' overall response to the field-based assignment was very positive. Many suggested that it was "a tremendous learning opportunity" and reported feeling "more confident about teaching gym in the future." Assessed grades ranging from 77% to 98% are

indicative that collaborative teaching and writing can result in work of a significantly higher quality than that which is typically produced independently by teacher candidates. One class section earned a mean score of 88% with surprisingly, significant differences noted between sub-groups. Assignments produced by trios with at least one member who was a physical education major resulted in an average mean score of 85% which was lower than the 91% average mean score awarded to assignments completed by trios who had no formal academic background in movement. This pattern was evident across all assessed components of the assignment. For this class section, lower average scores resulted in the assessed quality of: the learning plan, implementation, adaptations, and resource review. These findings were not consistent with the second section in which both sub-groups did equally well, receiving average grades of about 91%.

The learning outcomes evident in the discursive representation of teacher candidates' practice and critical reflection were numerous, diverse, and often varied between trios. An outcome web of themes emerging from a content analysis of this data is presented in Figure 5. Six themes linked to related sub-themes were identified: a) instruction; b) management; c) supervision; d) collaboration; e) concerns; and f) challenges. It was interesting to find that instruction, supervision, and management, the three most dominant themes in participants' reflective writing are recognized by many authorities as major components of teaching in physical education (Graham, 1992; Human Kinetics, 1999; Plimpton & Sweeny, 1999; Siedentop, 1991a).

[Insert Figure 5]

Some insights into how teacher candidates understand their practice can also be given. According to Cherednichenko and colleagues (2002), critical reports of field-based learning represent an understanding of practice at the *interpretive* level. The explicit construction of new

principles and theories for action or the improvement of practice is indicative of understanding practice at a more *theoretical* level. In this study, the greatest proportion of teacher candidates (approximately 65%) demonstrated their understanding of practice at the interpretive level, with a smaller portion (35%) displaying more theoretical understandings. This finding points to the need to explore strategies that will move all teacher candidates to the level of theorized practice.

The six themes are discussed in a hierarchical order determined by the relative emphasis placed on each theme by teacher candidates, as well as illustrated below with writing excerpts.

A. Instruction. Effective instruction in the gymnasium was perceived by teacher candidates to be the result of comprehensive planning based on the practical application of movement learning knowledge. They aimed to target specific curriculum content and sequence a carefully selected set of learning experiences "carrying" that content. Special mention was often made of the importance of demonstration or modelling, as well as efficient explanations and clear instructions. Flexibility and "in-flight" decision making surfaced as critical instructional skills. Precepts related to the use of movement as an interdisciplinary learning mode were uncovered, as were techniques for motivating and engaging young kinesthetic learners.

> *The major strengths of the this lesson were that it targeted a specific skill (underhand throwing) and provided children with opportunities to practice that skill in different contexts; the lesson was set up in four different stations, thus facilitating assessment; and the lesson followed an appropriate sequence of theme-related activities (warm-up, "Haunted Forest" game, and "Monster Mash" cool down).* (Interpretive Level)
>
> *With the follow the leader stretching activity, I felt that some of the movements should have been more deliberate. At one point, I was modelling a shoulder roll that was just*

too subtle for the children to pick up on right away. With such young children, the more exaggerated the movements are the better. (Theoretical Level)

B. Management. Reflection on practice led teacher candidates to discover the role that management and organization play in directing positive flow and energy in the gym. Masterful use of instructional time in concert with effective, non-obtrusive behavioural protocols emerged as critical when working with children "on the move." Ultimately, teacher candidates came to realize that good management depends greatly on children's active, focussed engagement, as well as their own ability to execute smooth transitions between instructional segments. Selecting appropriate equipment, setting it up, distributing and collecting it effectively were all deemed important to success-oriented practice. Respectful, quick approaches to organizing partners, groups, and teams were also viewed as linked to strong management.

The lesson felt very rushed, and because of this rushed feeling we felt it was chaotic... We were very rushed demonstrating, and would have liked to do more demonstrating, having the children try striking all at once without balls, so they have the feeling of the skill. This was not possible due to time constraints. (Interpretive Level)

Because we were unfamiliar with the students and their behaviours, we issued nametags. This action had three main benefits. First, it allowed us to quickly separate the students into groups. Secondly, we were able to pre-arrange groups in advance with the assistance of the physical education teacher to avoid less desirable groupings. Thirdly, we were able to address students by their names to provide them with a more personalized experience. (Theoretical Level).

C. Supervision. Implicit in teacher candidates' written work were new understandings

related to the practice of supervision. Providing a safe learning environment was typically associated with monitoring and observing learners, generally, specifically during high-risk activities, and during class changes. Teacher candidates emphasized the importance of giving correct feedback and useful guidance to learners regarding their movement performances. Also stressed was the need for ongoing analysis and assessment of movement learning. Success for all learners was a recurring ideal, particularly through expressed concerns for inclusiveness and providing for individual differences.

> *To keep all activities safer, we could have made the line that runs around the outside of the gym an out-of-bounds line so that the students could not run into the walls. We could have also monitored the centre circle more closely so students did not slip or trip.*
>
> (Theoretical Level)
>
> *The children showed a variety of skill and ability for the activities. Some of the children were very proficient at balancing the bean bag on their foot while others had a hard time because they were bouncing all over the place. Something that would have made it easier for them would be to have bigger beanbags that hung over the foot more and could help stabilize the beanbag on the foot so the children could have greater success.*
>
> (Theoretical Level)

D. Collaboration. Teacher candidates came to understand that collaborative practice can lead to powerful, dynamic learning for children. Most trios viewed team work as enjoyable and supportive, however, planning seemed easier than teaching together for some. Most comments focussed on the value of pooling ideas and perspectives, as well as the opportunity to build on direct observations of their peers in action. Since mediators and majority voices occurred quite

naturally, some teacher candidates attributed the trios as a working group structure that facilitated the decision-making process. Very few reported conflict that was judged to be a central factor in hampering successful practice.

> *I also found that working in this group was a positive experience as we are all comfortable with one another and were able to draw upon each other's strengths as well as our different experiences and backgrounds. Sometimes when you are working alone it is easy to get stuck on something, having us work in a group fixed this problem.* (Interpretive Level)
>
> *Jason often played the role of mediator in the group and many of our decisions depended on him. I think that his role was very crucial because through him, we were able to solve many of our tribulations effectively and move on before they became too problematic. Including a third person in the group can often be very beneficial especially when there are two individuals with opposing thoughts.* (Theoretical Level)

E. Concerns. Substantive commentary by teacher candidates was devoted to expressed concerns about teaching movement. A general lack of confidence in their abilities seemed rooted in a perceived lack of content knowledge and unfamiliarity with the learners. Most teacher candidates were grateful to be taking their "first steps" in movement teaching with the support of two other members of their learning community. Many comments revealed high anxiety levels related to keeping learners active and having fun at all times. Some feared the higher potential for injury when teaching in an active learning space. A small number was concerned about the more "public" nature of the field-based teaching assignment.

> *I have to admit that I was a little worried about this particular assignment. Somehow,*

the gym can seem intimidating from a management perspective. I had these visions of the kids just running around aimlessly, while I tried to create a productive experience. Also, being relatively unfamiliar with a gym setting (from a teacher's perspective) was unsettling for me. (Interpretive Level)

I have always felt that teaching in the gym can be quite daunting, perhaps because of the large gym space and high level of physical activity that takes place within a gymnasium. I also worried about the risk of potential injury and increased behaviour management issues in gym. (Interpretive Level)

F. Challenges. Time management, usually interpreted as meaning an efficient use of instructional time, was echoed in teacher candidates reflective writing addressing their greatest challenges. They also identified strategies for communication in large, active, noisy spaces as a primary area of difficulty. Teacher candidates were clearly challenged by unexpected events which often occurred in the midst of their teaching practice. Some uncertainties arose when decisions had to be made about when to use and shift between various teaching roles such as observer, model or participant. And finally, some teacher candidates were unsure of how to balance teacher talk and physical activity appropriately.

I found communication in the gym somewhat more difficult that communication in the classroom. The setting was not as controlled or confined and the students exhibit a log more energy. (Interpretive Level)

We found it difficult knowing what our role should have been during the activities. On the one hand we wanted to play and participate with the students, on the other hand we had to handle our responsibilities as physical education teachers by observing and

watching for safety and skill competencies. Modelling could be a key role of the physical education teacher, but then it is difficult to stand back and observe. (Interpretive Level)

At the end of the field-based classes, small group dialogue sessions were devoted to gathering teacher candidates responses to the following questions: In what ways did you benefit from your field-based experience and assignment? What were the most significant things you learned from the field-based experience? What new questions did this experience raise for you? In terms of future planning, what suggestions do you have to make for improving or changing the field experience? The thematic categories which emerged as a consequence of the content analysis of written records of these discussions are displayed in Tables 1-4. Since this data were easier to quantify, also presented in these tables are frequencies, conversions to percent of total data, and a rank ordering for each theme. This analysis was conducted to determine the range of themes, overall emphasis placed on each theme, and make comparisons among themes; as well as to confirm findings from other data sources.

[Insert Tables 1-4]

Two themes evident in teacher candidates' reflective writing recurred as top ranking benefits of the field-based experience during the small group dialogue sessions: increased comfort and confidence levels (56%); and collaborative planning and learning in small groups (40%). The opportunity to teach in an authentic setting (47%) and connect theory with practice (33%), also benefits recognized by higher percentages of teacher candidates, suggest that the approach used in this study made some positive gains towards addressing the theory-practice gap in movement teacher education. Smaller percentages of teacher candidates valued opportunities to experience the unexpected (27%), teach an entire lesson (13%), work with the same children (13%), and

teach in the gym (13%). Approximately 13% of participants identified the comprehensive feedback they received from their instructors as a important benefit.

Findings resulting from an analysis of the reflective discussions provided further support for initial findings. Key areas of learning were most often connected to the three dominant themes identified earlier - instruction, management, and supervision. Teacher candidates reinforced the idea that their knowledge of instruction had increased with respect to: flexibility in action (67%); planning comprehensively (56%); focussing learning (40%); the complex nature of movement teaching (27%); integrating (20%); motivating learners (20%); developing strategies for skill development (16%); and the importance of demonstrations (16%). In lesser, but close to equal overall percentages, teacher candidates reiterated positive gains in their understandings of practice related to management (pacing-44%, preparation-24%, behaviour management-20%, setting up the learning environment-13%) and supervision (learning about children-51%, safety-16%, differentiating instruction-16%, observation and assessment-13%).

Most movement teacher educators are aware that novice teachers have an overwhelming need for an instructional resource repertoire. It was interesting to note that the large majority of teacher candidates (73%) identified learning about instructional resources in physical education as very critical. The practice of resource reviews and sharing items of high quality and interest was highly valued. This finding also satisfies the concern that teacher candidates might work with second-rate tools if not informed in a purposeful way about what is available.

It was rather surprising to find that so few (13%) teacher candidates talked about self evaluation skills as central to their learning. Given that reflective thinking and action was the thrust of the field-based study, more emphasis on the development of these skills was anticipated

in their writing and conversations. Clearly the skills of reflective thinking take time beyond the scope of one course to develop, but it might be worthwhile to offer more explicit definitions and models of the reflective process in future courses.

The classroom teacher's perspective resonated through the most pressing questions raised as a result of the field-based experience. Almost half of the teacher candidates (44%) wanted to learn more about how to integrate movement with learning in the classroom. Perhaps they had come to realize the benefits of movement as a mode of inquiry, or did not see themselves in the role of teaching physical education to their own students in the gym. Twenty-seven percent remained curious about motivating children who dislike movement, as well as how to get a physical education teaching job. It was not surprising to find that some teacher candidates (20%) still had questions about how to extend the learning experiences they had developed. This was a shortcoming noted in the assessment of their learning plans and further identified as a skill to emphasize when revising the course.

The top ranked suggestion for improving the field-based experience centred on reducing the numbers of teacher candidates working in the gym to half (27%). Some trios leading the learning were overwhelmed with managing the larger, combined groups of both children and teacher-learners. Other participants felt it would have been easier to teach with a partner, rather than two other people (24%). Equal numbers wanted the opportunity to rehearse their teaching in a simulated setting before confronting the reality of real children. Although some teacher candidates did plan time to debrief with children, 16% thought it would have been advantageous to gather feedback from the children in a more formal, systematic way. And finally, some teacher candidates (13%) recommended that more time be devoted to observing children from the outset

of the field-based classes.

Information on the teacher candidate's responses to the course was also gathered through the University of Manitoba's Instructor/Course Evaluation Form[1], a highly structured and standardized evaluation tool. Thirty-two rating scale items are grouped according to nine broader categories: learning, enthusiasm, organization, group interaction, individual rapport, breadth, examinations, assignments, and overall. Participants appraised each item using a five-point scale ranging from strongly disagree (1) to strongly agree (5).

The evaluation forms were optically scanned for the purpose of calculating teacher candidate's reactions. Forty-six participants chose to complete the anonymous course evaluations forms on the last day of the course. Great satisfaction with the course was evidenced by a substantial majority of respondents who indicated agreement (4) or strong agreement (5) with all 32 applicable items which were quantified by percentages. Overall evaluations of this particular course and instructor were very high, earning ratings significantly higher than the average.

Open-ended comments were also invited on the evaluation forms. Thirty percent, or 14 of 46 participants, also wrote comments on the forms. Of these, 13 were judged to be positive comments, and one offered a suggestion to the instructor. For example, four comments were made by individuals who found the school-based classes to be "valuable and practical." An equal number made comments suggesting that the course was "one of the most valid and well taught courses in the university." Others respondents felt that "lots was accomplished" and that their "perceptions of movement teaching had definitely changed." A few were grateful for the "very reasonable workload," "valuable assignments" and "useful resources." And finally, others simply offered words of "thanks" for the high quality instruction they felt they received in the course.

One teacher candidate suggested that the field-based classes "should have more lessons on physical fitness."

Conclusions and Suggestions for Further Research

An inquiry-based approach to curriculum design proved helpful in creating a course that aligned with the structure and philosophy of an early years teacher education program. The design of the course allowed university and school partners to collaborate and resulted in a more meaningful course that connected theory and practice for pre-service teachers. The partnership gave novice teachers the chance to work in an authentic teaching and learning situation, observe models of best practice, participate in seminars co-led by a physical education specialist and professor, and receive feedback from two instructors. It represented a positive step towards respecting and recognizing the contributions of teachers as partners in teacher education. In a reciprocal way, a university presence in the school enlivened the physical education curriculum for the six-week project period.

Teacher candidates responded very positively to the field-based experience which served to increase their confidence and competence levels in teaching movement across a broad scope of the curriculum. The assignment employed enabled teacher candidates to plan, teach, reflect, and record their practice with peers. Descriptive, interpretive, and theoretical levels of reflection were evident as teacher candidates reported gains in their knowledge of movement pedagogy and resources. Useful information was gleaned about teacher candidates' perceptions of collaboration, as well as their greatest challenges and concerns.

Some recommendations and revisions are suggested to others who may wish to duplicate such partnerships at their own universities. More explicit definitions and models of reflective

action could be used to encourage more theorized practice. Some seminar time should be devoted to reflective discourse among the larger group that goes beyond debriefing. The purpose of this discourse should be specifically for the improvement of practice via a more collective approach to theory building. Explore ways to address the concerns, challenges, and unique orientations that early years pre-service classroom teachers bring to the movement education experience. Incorporate strategies to support teacher candidates' efforts to overcome the shortcomings evident in their movement planning and teaching. And finally, carefully consider teacher candidates' suggestions for improving the field-based experience in the future.

More research is needed to explore the ways in which university and school communities can be brought closer together to improve methods courses. This project focussed on movement teacher education, but could be tried in other curriculum areas like music, science, or art. Alternate designs are also possible. For instance, the entire course could be taught in the school. Pairs or trios of teacher candidates could work simultaneously with smaller groups of students, with teaching responsibilities every other week, rather than just once. Teacher candidates could work with small groupings of children from different grade levels, rather than a large group from a single classroom. More teachers in a particular curriculum area in one school could become involved, and smaller groups of teacher candidates might rotate through a set of different experiences with children at varying age and ability levels. It would be interesting to gather the responses of children to the learning experiences designed and implemented by teacher candidates. Studies should be designed to examine the factors effecting the learning outcomes of teacher candidates in field-based courses, such as pre-university experiences with movement or teaching.

Notes

1. Based on Student Evaluation of Educational Quality (SEEQ), permission granted copyright 1976, 1991, 1993 Herbert W. Marsh.

References

Adler, S. (1993). Teacher education: Reflection on reflective practice. *Teaching and Teacher Education, 9,* 159-167.

Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education: An introduction to theory and methods* (2nd ed.). Boston, MA: Allyn and Bacon.

Bolt, B. R. (1996). The influence of case discussions on physical education preservice teachers' reflection in an educational games class. *Dissertation Abstracts International, 57*(5), 1990A. (University Microfilms No. DA96-32124)

Byra, M. (1996). Postlesson conferencing strategies and preservice teachers' reflective practices. *Journal of Teaching in Physical Education, 16,* 48-65.

Cherednichenko, B., Gay, J., Hooley, N., Kruger, T., Mulraney, R., Ryan, M. (2002). Project partnerships: An account of partnership-based teacher education at Victoria University (pp. 169-183). In H. Christiansen & S. Ramadevi (Eds.). *Reeducating the educator: Global perspectives on community building.* Albany, NY: State University of New York Press.

Cochran-Smith, M., & Lytle, S. L. (1999). *Professional development schools: Schools for developing a profession.* New York, NY: Teachers College Press.

Darling-Hammond, L. (1994). *Professional development schools: Schools for developing a profession.* New York, NY: Teachers College Press.

Doyle, W. (1990). Themes in teacher education research. In R. Houston, M. Haberman, & J. Sikula (Eds.), *Handbook of research in teacher education.* New York, NY: Macmillan.

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory.* New York, NY: Aldine de Gruyter.

Glesne, C. (1999). *Becoming qualitative researchers: An introduction* (2nd ed.). New York, NY: Longman.

Goc-Karp, G., & Zakrajsek, D. D. (1987). Planning for learning-theory into practice? *Journal of Teaching in Physical Education, 6,* 377-392.

Graber, K. C. (2001). Research on teaching in physical education (pp. 491-519). In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.). Washington, DC: American Educational Research Association.

Graham, G. (1992). *Teaching children physical education: Becoming a master teacher.* Champaign, IL: Human Kinetics.

Holmes Group (1986). *Tomorrow's teachers.* East Lansing, MI: Author.

Holmes Group (1990). *Tomorrow's schools.* East Lansing, MI: Author.

Holmes Group (1995). *Tomorrow's schools of education.* East Lansing, MI: Author.

Hopper, T., Sanford, K., Krawetz, L., Woods, A., Davis, A., Bedhard, G. (2002). Seeing small, seeing big: Responsive teacher education in field/campus-based teacher education courses. Research paper presented at the Western Canadian Association of Student Teaching Conference, Vancouver, BC, February, 2002.

Hubbard, R. S., & Power, B. M. (1993). *The art of classroom inquiry.* Portsmouth, NH: Heinemann.

Human Kinetics (1999). *Physical education methods for classroom teachers.* Champaign, IL: Human Kinetics.

Kneer, M. E. (1986). Description of physical education instructional theory/practice gap in selected secondary schools. *Journal of Teaching in Physical Education, 5,* 91-106.

Krathwohl, D. R. (1993). *Methods of educational and social science research: An integrated approach.* White Plains, NY: Longman.

Manitoba Education and Training (1990). *Curriculum support series: Basic movement skills (K-3).* Winnipeg, MB: Manitoba Education and Training.

Manitoba Education and Training (1994). *Curriculum support series: Physical education K-4. Movement with meaning.* Winnipeg, MB: Manitoba Education and Training.

Manitoba Education and Training (2000). *Kindergarten to senior 4 physical education /health education: Manitoba curriculum framework of outcomes for active healthy lifestyles.* Winnipeg, MB: Manitoba Education and Training.

Morin, F. (2002). Building bridges: Integrating faculty and field experiences in movement teacher education. Research paper presented at the Western Canadian Association of Student Teaching Conference, Vancouver, BC, February, 2002.

National Commission on Teaching and America's Future (1996). *What matters most: Teaching for America's future.* Woodbridge, VA: The National Commission on Teaching and America's Future.

Plimpton, C. E., & Sweeney, V. J. (1999). *Physical education methods for the elementary school teacher.* Dubuque, IA: Eddie Bowers Publishing, Inc.

Rice, E. H. (2002). The collaboration process in professional development schools: Results of a meta-ethnography, 1990-1998. *Journal of Teacher Education, 53*(1), 55-67.

Richardson, V. (1990). Significant and worthwhile change in teaching practice. *Educational researcher, 19*(7), 10-18.

Rigden, D. W. (1996). What teachers have to say about teacher education. *Perspective, 8*(2), 1-20.

Rovengno, I. (1991). A participant-observation study of knowledge restructuring in a field-based elementary physical education methods course. *Research Quarterly for Exercise and Sport, 62*, 205-212.

Rovengno, I. (1992a). Learning to reflect on teaching: A case study of one preservice physical education teacher. *The Elementary School Journal, 92*, 491-510.

Rovengno, I. (1992b). Learning to teach in a field-based methods course: The development of pedagogical content knowledge. *Teaching and teacher education, 8*, 69-82.

School Experiences Office (2001). *School experiences handbook: Early years 2001-2002.* [Available from: School Experiences Office, Room 227 Faculty of Education, University of Manitoba, Winnipeg, MB, R3T 2N2.]

Schulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational researcher, 15*, 4-14.

Schon, D. (1987). *Educating the reflective practitioner.* San Francisco, CA: Jossey-Bass.

Sebren, A. (1995). Preservice teachers' reflections and knowledge development in a field-based elementary physical education methods course. *Journal of Teaching in Physical Education, 14*, 262-283.

Siedentop, D. (1991a). *Developing teaching skills in physical education.* Mountain View: Mayfield.

Siedentop, D. (1991). The mountain yet to be climbed (pp. 3-9). In G. M. Graham & M. A. Jones (Eds.), *Collaboration between researchers and practitioners in physical education: An international dialogue*. International Association of Physical Education Schools in Higher Education.

Titone, C., Sherman, S.J., & Palmer, R. (1998). Cultivating student teachers' disposition and ability to construct knowledge. *Action in Teacher Education, XIX*(4), 76-87.

Tsangaridou, N., & O'Sullivan, M. (1994). Using pedagogical reflective strategies to enhance reflection among preservice physical education teachers. *Journal of Teaching in Physical Education, 14,* 13-33.

University of Manitoba (2001). *University of Manitoba undergraduate calendar for the academic year 2001-2002.* Winnipeg, MB: University of Manitoba.

Valli, L. (1994). Professional development schools: An opportunity to reconceptualize schools and teacher education as empowering learning communities. Keynote address for the Annual Meeting of the International Seminar on Teacher Education, Maastricht, The Netherlands, April 1994. ERIC Reproduction Document No. ED 381 484.

Zeichner, K. M. (1985). The ecology of field experience: Toward an understanding of the role of field experiences in teacher development. *Journal of Research and Development in Education, 18*(3), 44-52.

Zeichner, K. M., & Noffke, S. E. (2001). Practitioner research (pp. 228-330). In V. Richardson (Ed.). Handbook of research on teaching (4th ed.). Washington, DC: American Educational Research Association.

Table 1
Summary Table of Content Analysis of Teacher Candidates Small Group Reflective Comments: The Benefits of the Field-Based Experience and Assignment (N=55)

Thematic Categories	Percent of Total		Rank Order
Increase in comfort and confidence levels	(31)	56%	1
Participate in an authentic teaching experience	(26)	47%	2
Collaborative planning and learning in small groups	(22)	40%	3
Connects theory with children and practice	(18)	33%	4
Experience events not foreseen or imagined	(15)	27%	5
Opportunity to teach an entire lesson	(7)	13%	6
Comprehensive responses to planning and teaching	(7)	13%	6
Opportunity to work with the same children each week	(7)	13%	6
Opportunity to teach in a gym not otherwise possible	(7)	13%	6

Table 2
Summary Table of Content Analysis of Teacher Candidates Small Group Reflective Comments: The Most Significant Learning Resulting from the Field-Based Experience

Thematic Categories	Percent of Total		Rank Order
Resources in physical education	(40)	73%	1
In-flight decision making/responding flexibly	(37)	67%	2
How to develop a learning plan	(31)	56%	3
Learning about K-3 children's diverse abilities/interests	(28)	51%	4
Pacing and timing	(24)	44%	5
Importance of a focus for teaching and learning	(22)	40%	6
Complexity of movement instruction	(15)	27%	7
Importance of advance preparation	(13)	24%	8
Classroom management in movement setting	(11)	20%	9
Integrating movement across the curriculum	(11)	20%	9
How to motivate children	(11)	20%	9
Various strategies for developing movement skills	(9)	16%	10
Providing safe learning environments	(9)	16%	10
Differentiating instruction	(9)	16%	10
Importance of teacher demonstration in movement	(9)	16%	10
Observation and assessment of movement learning	(7)	13%	11
Setting up movement learning environments	(7)	13%	11
Self evaluation	(7)	13%	11

Table 3
Summary Table of Content Analysis of Teacher Candidates Small Group Reflective Comments: New Questions Raised as a Result of the Field-Based Experience

Thematic Categories	Percent of Total	Rank Order
Integrating movement and classroom learning	(24) 44%	1
Motivating children who do not like to move	(15) 27%	2
How to get a job teaching movement	(15) 27%	2
How to extend these experiences	(11) 20%	3

Table 4
Summary Table of Content Analysis of Teacher Candidates Small Group Reflective Comments: Suggestions for Improving or Changing the Field-Based Experience

Thematic Categories	Percent of Total	Rank Order
Work with half of the teacher candidates in the gym, while the other half works elsewhere	(15) 27%	1
Teaching in partners vs trios	(13) 24%	2
Provide opportunities to practice/rehearse	(13) 24%	2
Gather feedback from children more formally	(9) 16%	3
More time for initial observation of children	(7) 13%	4

BEST COPY AVAILABLE

Year 1, Term 1	
Orientation (Faculty)	
Weeks 1 - 7 (Faculty)	Inquiry Into Ourselves as Learners and the Nature of Educational Disciplines
Weeks 8 - 10 (Schools)	Inquiry into Early Years Education
Weeks 11 - 16 (Faculty)	Inquiry into Early Years Education: Making Sense of Our Learning
Year 1, Term 2	
Weeks 1 - 6 (Faculty; one day/week in Schools)	Young Children as Learners
Weeks 8 - 12 (Schools)	How Does what We Know about Young Children Inform what We Do as Teachers?
Weeks 13 - 17 (Faculty)	Making Sense of Our Learning
Year 2, Term 1	
Orientation (Schools)	Launching a Year of Teaching and Learning
Weeks 1 - 11 (Faculty, one-half day/week in Schools)	Developing Early Years Curriculum
Weeks 12 - 15 (Faculty; one day/week in Schools)	Planning for My Internship: Making Sense of Our Learning
Year 2, Term 2	
Weeks 1 - 12 (Schools)	Enacting Early Years Curriculum
Weeks 14 - 17 (Faculty)	Final Celebration of Learning

Figure 1. Early Years Program: Thematic Structure

BEST COPY AVAILABLE

Figure 2. **Early Years School Experience Schedule 2001 - 2002**

	Year 1		Year 2	
	Wednesdays	**Blocks**	**Wednesdays**	**Blocks**
August				August 27 to September 5
September			September 12*	
			September 19*	
			September 26*	
October			October 3*	
	October 10		October 10*	
			October 17*	
		October 22 to November 9	October 24*	
			October 31*	
November			November 7*	
			November 14*	
	November 28		November 21	
			November 28	
December			December 5	
			December 12	
January	January 9			January 7
	January 16			
	January 23			
	January 30			
February	February 6			
		February 18 to March 22		to
March				March 22
April				

* half-day (mornings)

BEST COPY AVAILABLE

Figure 3. **Early Years Program Course Listing**

Year 1

Course Title	Credit Hours
Early Years Philosophy and Practice 1	1
Early Years Curriculum and Instruction in Language and Literacy 1	3
Early Years Curriculum and Instruction in Music and Movement 1	1
Early Years Curriculum and Instruction in Art and Drama 1	2
Early Years Curriculum and Instruction in Social Studies 1	1
Early Years Curriculum and Instruction in Mathematics 1	2
Early Years Curriculum and Instruction in Science and Health 1	2
Early Years School Experience 1	6
Teacher and Technology	3
Psychology and Learning and Instruction 1: Theory and Practice	3
School and Society 1: The Social Foundations of Education	3
Complementary Course (elective)	3

Year 2

Course Title	Credit Hours
Early Years Philosophy and Practice 2	1
Early Years Curriculum and Instruction in Language and Literacy 2	3
*Early Years Curriculum and Instruction in Music and Movement 2	2
Early Years Curriculum and Instruction in Art and Drama 2	1
Early Years Curriculum and Instruction in Social Studies 2	2
Early Years Curriculum and Instruction in Mathematics 2	2
Early Years Curriculum and Instruction in Science and Health 2	2
Early Years Curriculum and Instruction in Children's Literature	1
Early Years Multi-Language Development	1
Early Years School Experience 2	6
Psychology and Learning and Instruction 2: Inclusive Special Education	3
School and Society 2: The Administrative Foundations of Education	3
Complementary Course (elective)	3

Note: *The field-based classes described in this article take place within this course

Figure 4. **Field-Based Class Schedule**	
8:00 to 8:30 a.m.	Presenters only arrive at school, set up time
8:30 to 9:00 a.m.	Non-presenters arrive at school for class opening, large group seminar discussions addressing movement issues, debriefing, resource talks
9:00 to 10:00 a.m.	Participant observation in two teacher candidate-led movement classes with early years children
10:00 to 10:20 a.m.	Travel back to university

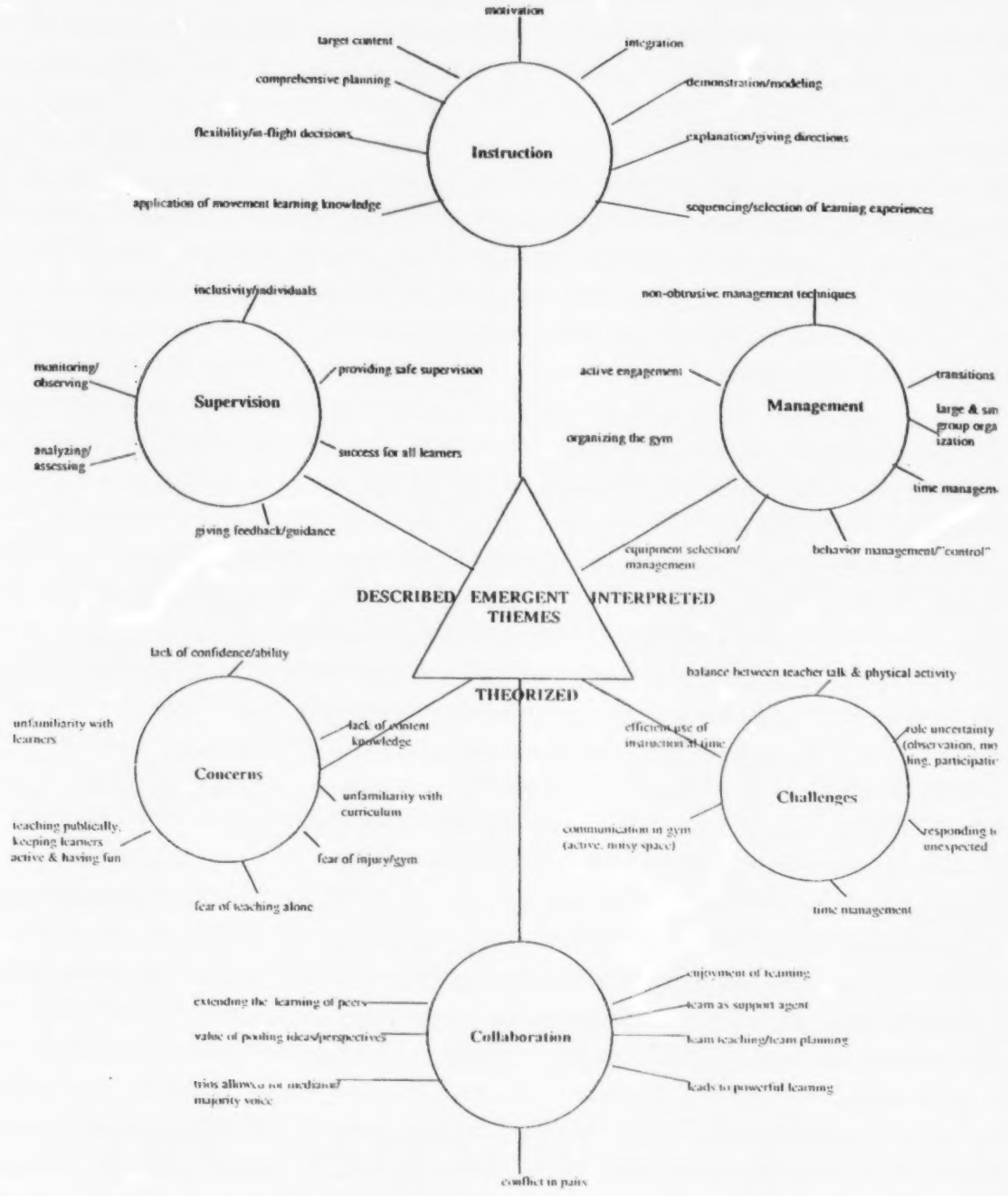

Figure 5. Outcome Web of Themes Emerging from a Content Analysis of Teacher Candidates' Reflective Writing.

BEST COPY AVAILABLE

List of Appendices

Appendix A	Course Outline, Assignments and Reading Lists
Appendix B	Sample Movement Learning Plan Developed by Teacher Candidates
Appendix C	Sample of Teacher Candidates' Reflective Writing
Appendix D	Sample Instructor Assessment of Field-Based Assignment
Appendix E	University of Manitoba's Instructor/Course Evaluation Tool

Appendix A: Course Outline, Assignments and Reading Lists

132.202 Early Years Curriculum and Instruction in Music and Movement II (2 credits)
Section T01 and T02
COURSE OUTLINE - 2001-2002

Instructor: Dr. Francine Morin, Associate Professor
Office: Room 261 Education Office Phone: 474-9054 (Voice Mail)
Secretary Phone: 474-9014 (Jill) fmorin@cc.umanitoba.ca (E-Mail)
Office Hours as Posted or By Appointment

COURSE DESCRIPTION

Manitoba Education and Training has legislated that all students in early years schools receive instruction in both music and movement. The role and responsibilities of the classroom teacher in the music and movement education of Manitoba children can be described as variable. Although many schools in the province employ music and physical education specialists, few schools have the resources to offer special classes in these areas more frequently than twice a week/cycle for their students. As you will learn in this course, young children need experiences in music and movement throughout the day, every day. It is quite likely, then, that some (or all!) of these experiences in music and movement will be guided by you, the early years classroom teacher.

This course will provide prospective early years classroom teachers with: (1) an orientation to the purposes and content of the provincial Kindergarten to Grade 4 music and physical education curriculum documents; and (2) the opportunity to systematically explore the content, methods, theories, and problems of integrating music and movement into a "holistic" style of teaching which is child-centred, inquiry-driven, and based on collaboration between teacher and students. Teacher candidates can expect to develop as critical thinkers concerning the use of music and movement in the early years classroom through the active pursuit of personal questions, participation in workshops, seminar discussions, instructor demonstrations, professional reading, assigned tasks, and peer sharing. Guidance in exploring a variety of music and movement methods and materials for enhancing classroom practice will be provided.

REQUIRED MATERIALS

1. Manitoba Education and Training (1990). *Basic Movement Skills (K-3). Curriculum Support Series.*
2. Manitoba Education and Training (1994). *Physical Education K-4. Movement with Meaning. Curriculum Support Series.*
3. Manitoba Education and Training (2000). *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles.* [On-Line]
4. Morin, F. (1994). *Music for the Classroom Teacher.*
5. Cornett, C. & Smithrim, K. (2001). *The Arts as Meaning Makers.*
6. Additional required readings and course notes will be distributed in class.
7. Comfortable clothing and running shoes for movement classes.

"I don't need theories; I want ideas I can use in the classroom" is a statement often made by teachers. It is true that teachers need ideas, but the basis for the selection of those ideas and the continuity or discontinuity of the resulting curriculum mean the difference between integrated developmental learning for children and scattered one time experiences. Sound educational practice is always based on theory; the two cannot be separated.
N. Cecil & P. Lauritzen (1994). Literacy and the Arts for the Integrated Classroom.

BEST COPY AVAILABLE

FRAMING THE COURSE

This course will take place primarily over the first term and connect with the professional themes guiding Year II of the Early Years Program. It is based on the following beliefs: 1) Teacher-learning about music and movement is a highly focussed and flexible experience which builds logically on what we already know about these disciplines; 2) Classroom teachers do not have to be highly skilled musicians or athletes themselves to facilitate music and movement experiences for young children; 3) Every early years classroom teacher can gain the necessary knowledge and skills to help them bring music and movement to children in meaningful ways; and 4) In addition to specialized spaces, young children can explore music and movement ideas effectively in the classroom with their own teachers.

Portions of our class time together will be devoted to: study group dialogues, seminar discussions, invitations, and resources talks. *Study group dialogues* will be opportunities to: reflect upon your learning, concerns, and questions about music and movement; share responses to professional readings; respond to self-evaluative questions; and/or encourage/support experimentation in music and movement. *Seminar discussions* will give you the opportunity to explore theoretical and practical issues in music and movement education as they relate to our program themes. *Invitations* will be opportunities to participate in workshops in the faculty and field which will offer diverse ways of thinking about teaching practices through, with, in, and about music and movement. *Resource talks* will provide short, lively reviews of first-rate curriculum materials and resources in music and movement, as well as websites, professional journals and associations.

The ways in which you define your role in bringing aesthetic experiences to children and leading children to the arts have far-reaching consequences. Teachers influence children's creativity by modelling enthusiasm for the arts, encouraging discussion about arts processes and products, motivating and encouraging the child artist, supplying appropriate materials, stimulating children's reflective thinking, and providing high-quality arts experiences.

M. Renck Jalongo & L. Nicholson Stamp (1997). The Arts in Children's Lives.

During your first week in the schools, your learning will be focussed on "Launching a Year of Teaching and Learning." Solid grounding for these beginnings will depend on the development and enactment of a set of professional beliefs that can serve to guide your daily work with children. Our starting point, then, will be an investigation of our *"Professional Beliefs About Music and Movement"* reflecting on: Why teach music? Why teach physical education? What are we as early years educators trying to accomplish in music and movement education? What role might music and movement play in launching a year of teaching and learning?

Music's powerful role offers compelling reasons for its inclusion in the schools. The numerous ways in which children engage in music underscore its appeal for them, as well as highlighting the many dimensions of their beings that can be met by the musical experiences they have. Given that music is embraced by people everywhere for its unique qualities, to deny it a solid place in curricular studies would be a terrible mistake. Music is too powerful to be excluded from children's lives, whether in school or out.

P. Shehan Campbell & C. Scott-Kassner (1995). Music in Childhood.

It is crucial that the classroom teacher understand the worth and importance of elementary physical education so that he/she will encourage participation by the children in healthy, active lifestyles. There are many benefits to physical education and this belief needs to become a mutual understanding between the physical educator, the classroom teacher, and the students involved.

C. Plimpton & V. Sweeney (1999). Physical Education Methods for the Elementary School Teacher.

BEST COPY AVAILABLE

The initial nine-week block at the faculty, will focus on "Developing the Early Years Curriculum." In this course we will focus specifically on *"The Early Years Curriculum in Music and Movement"* by providing you with opportunities to explore questions such as: What is the curriculum content (concepts, skills, processes, conventions) in early years music and movement education?; What are best practices in early years music and movement? How do we best support and enhance young children's learning through, with, in, and about music and movement?; and, How do we assess and evaluate (or provide and share evidence of) young children's musical and kinesthetic learning? Initial activities will be to probe what you already know and think about these questions as well as to invite you to articulate what you are curious about. What *you* want to know will inform and shape the course curriculum.

Planning is to teaching as writing music is to a symphonic performance. It's analogous to the notes, the scales, the written plan that the musicians follow. Without the written music, a symphony orchestra would be reduced to nothing more than discordant noise with no connection or purpose.

G. Graham (1992). Teaching Children Physical Education: Becoming a Master Teacher.

Experience has shown that teachers who fail to plan are really in essence planning to fail.

D. Gallahue (1993). Developmental Physical Education for Today's Children.

During term one, you spend half days in the school to remain reconnected with your classroom community. This time will give you a chance to begin thinking with your collaborating teacher about "Planning for Curriculum with Children" as you tune into the needs, interests, and abilities of your students. A natural follow-up to this experience at the faculty will be a consideration of our final program theme, "Planning for My Internship." In this course we will revisit a year one theme, *"Planning for Teaching and Learning with Music and Movement,"* extending our understandings of short-term planning to long-term planning in both disciplinary and interdisciplinary contexts.

Course Assignments

1. Field-Based Movement Plan and Implementation (50%). Choose one movement content theme from the K-4 Manitoba Education and Training curriculum documents. Research both print and electronic curriculum resources to discover a range of experiences that could be used to help children explore the target theme (i.e. games, stations, movement challenges). In groups of three, develop a 30-minute learning plan for a particular grade level and implement the plan with children. Reflect on what you did and how you might revise or improve your teaching practice. Submit a record of your learning plan using any comprehensive format of your choice along with the written reflection. You will also need to include: 1) a short discussion of how you would modify the plan for a different grade level; 2) a short discussion of what adaptations could be made to accommodate a child with special needs (physical, auditory, visual, learning, or emotional); and 3) a short, lively review of the best resource you uncovered (i.e. book, journal article, website to be shared during our "Resource Talks"). Suggest length: 3-5 pages.

   DUE DATE: **One week after your teaching day.**
   TEACHING DATES: T01 Sign-Up: October 9, 16, 23, 30, or November 6, 2001
   T02 Sign Up: October 11, 18, 25, November 1, or 8, 2001.

   The field setting for this assignment will be Dr. D. W. Penner School which is located at 121 Hazelwood Cr. in St. Vital (Bishop Grandin, south on St. Mary's, right on Greenwood and park). Classes will meet at the school for 6 consecutive weeks beginning the week of October 1, 2001. The class schedule will be as follows: 8:00 to 8:30 a.m. - presenters only/set up time; 8:30 to 9:00 a.m. - opening/large group seminar discussion/small group dialogue/movement issues; 9:00 to 10:00 a.m. - participation in two peer-led movement classes (K-4)); 10:00 to 10:20 a.m. - travel back to U of M. Teacher candidates are expected to be at the school and ready for our professional work together in advance of the start time.

Assessment Weighting Draft:	**Marks**
Learning Plan and Reflection	25
Implementation of Plan with Children	15
Modifications and Adaptations	5
Resource Review	5
TOTAL	50

2A. Interdisciplinary Inquiry With Music (50%). This assignment is intended to give you an opportunity to think about the ways music can be used to support learning in the classroom. Select a study of interest from any area of the early years school curricula that offers some potential for exploration and learning with music experiences. Brainstorm for potential music connections to your curriculum inquiry and prepare a list, web, or map of your ideas. Research a range of music-related resources (print, non-print, electronic, community) that would support your work with students. Generate a line of questions about the curriculum topic from a music perspective. To illustrate how you would go about your planning, design a 30-60 minute classroom learning experience involving music to help students answer and explore one of those questions. Be sure to address how this music learning experience will be assessed. (Non-print resources should be referenced or photographed in your curriculum plan, but do not hand-in CD's, song books, records, instruments, etc.) Suggested length: 3-5 pages.

DUE DATE: T01 - Tuesday, November 20, 2001; T02 - Thursday, November 22, 2001.

Assessment Criteria Draft:

A Exemplary Response to Tasks
- inquiry offers a high level of opportunity for the involvement of music
- brainstorming for potential music connections is extensive
- an extensive range of music-related resources has been researched
- an open and thorough set of questions has been generated
- an exemplary learning experience has been designed
- exemplary assessment tool and strategy has been planned
- excellent writing and organization is demonstrated, no editing necessary

B Very Good Response to Tasks
- inquiry offers a substantial level of opportunity for the involvement of music
- brainstorming for potential music connections is substantial
- a moderately broad range of music-related resources has been researched
- a very good set of questions has been generated
- a very good learning experience has been designed
- very good assessment tool and strategy has been planned
- very good writing and organization is demonstrated, minor editing only

C Satisfactory Response to Tasks
- inquiry offers an acceptable level of opportunity for the involvement of music
- brainstorming for potential music connections is adequate
- a somewhat limited range of music-related resources has been researched
- an adequate set of questions has been generated
- a satisfactory learning experience has been designed
- satisfactory assessment tool and strategy has been planned
- a satisfactory level of writing and organization is demonstrated, editing required

D Minimal Response to Tasks

- inquiry offers a limited level of opportunity for the involvement of music
- brainstorming for potential music connections is minimal
- a small range of music-related resources has been researched
- a limited set of questions has been generated
- a marginal learning experience has been designed
- marginal assessment tool and strategy has been planned
- writing and organization are marginal, major revisions required

F Inadequate Response to Tasks

- inquiry offers no opportunity for the involvement of music
- brainstorming for potential music connections is not pursued
- a very limited range of music-related resources has been researched
- an unsatisfactory set of questions has been generated
- an unsatisfactory learning experience has been designed
- no assessment tool or strategy has been planned
- writing and organization at unacceptable levels

An A+ will be awarded to assignments in which responses to tasks are clearly superior in every way. Marks of B+ and C+ will reflect a combination of grade categories.

Or 2B. Sound Project. This assignment is intended to give teacher candidates and children the opportunity to explore the creative process by capitalizing on their natural inclination to *play* with sounds. Essentially the challenge is to work in small groups (school-based might work best) to build a percussion ensemble out of found objects, and plan for its potential use for creating and composing music in our classroom and your classrooms. Begin by searching homes, yards, and dumping grounds for recyclable objects that make aesthetically pleasing sounds. Meet for the purposes of experimenting with sonorous materials, making selections, and brainstorming ways to form them into musical "sculptures." Construct your percussion ensemble. Take turns exploring and improvising on the instruments, as well as conducting the ensemble. Compose a soundscape for the percussion ensemble, record it using a pictorial score and invented notation, and perform it for your peers. Individually, design one comprehensive learning experience that integrates the use of the percussion ensemble with your classroom curriculum.

DUE DATE: T01 - Tuesday, November 20, 2001; T02 - Thursday, , November 22, 2001.

Assessment Weighting Draft:		**Marks**
1.	Construction of Ensemble	25
2.	Composition and Performance	15
3.	Learning Experience	10
	TOTAL	50

COURSE OBJECTIVES

A collaborative inquiry approach will be used in teaching this course and will begin, therefore, with questions for investigation rather than the formulation of course objectives. Typically, the content objectives emerge within the context of a collaborative inquiry. I expect that by the end of this course and practicum experience, you will make gains towards:

1. understanding the uniqueness and value of music and movement in the school system;
2. understanding the provincial K-4 curriculum documents in music and movement and strategies for

implementation;

3. understanding the role of music and movement as disciplines and sign systems in planning an inquiry-based/integrated curriculum;
4. generating precepts and understandings in response to personal questions regarding the early years educator's daily work with music and movement;
5. developing a repertoire of music and movement methods, materials, and resources for use within the early years curriculum;
6. applying understandings via planning for and facilitating learning using music and movement;
7. realizing the role that music and movement play in increasing the effectiveness and satisfaction of teaching and learning in the general classroom; and
8. developing self-confidence and positive attitudes towards music and movement and its application in classroom teaching.

- The Early Years Program Policies apply to this course.

INTERDISCIPLINARY TEXTBOOKS FOR THE CLASSROOM TEACHER

Armstrong, T. (1994). *Multiple intelligences in the classroom.* Alexandria, VA: Association for Supervision and Curriculum Development.

Beane, J. A. (1997). *Curriculum integration: Designing the core of democratic education.* New York, NY: Teachers College.

Cecil, N. L., & Lauritzen, P. (1994). *Literacy and the arts for the integrated classroom: Alternative ways of knowing.* White Plains, NY: Longman.

Cornett, C. E., & Smithrim, K. (2001). *The arts as meaning makers: Integrating literature and the arts throughout the curriculum.* Toronto, ON: Pearson Education Canada/Prentice-Hall.

Edwards, L. C. (1990). *Affective development and the creative arts.* New York, NY: Macmillan.

Gallas, K. (1994). *The languages of learning: How children talk, write, dance, draw, and sing their understanding of the world.* New York, NY: Teachers College.

Goldberg, M. (2001). *Arts and learning: An integrated approach to teaching and learning in multicultural and multilingual settings.* New York, NY: Longman.

Haggerty, B. A. (1995). *Nurturing intelligences: A guide to multiple intelligence theory and teaching.* Menlo Park, CA: Addison-Wesley.

Martinello, M. L., & Cook, G. E. (2000). *Interdisciplinary inquiry in teaching and learning.* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Pate, P. E., Homestead, E. R. , & McGinnis, K. L. (1997). *Making integrated curriculum work: Teachers, students, and the quest for coherent curriculum.* New York, NY: Teachers College.

Piazza, C. L. (1999). *Multiple forms of literacy: Teaching literacy through the arts.* Upper Saddle River, NJ: Prentice-Hall.

Pigdon, K., & Woolley, M. (1993). *The big picture: Integrating children's learning.* Portsmouth, NH: Heinemann.

BEST COPY AVAILABLE

Roberts, B. (Ed.). (1998). *Connect, combine, communicate: Revitalizing the arts in Canadian schools.* Sydney, NS: The University College of Cape Breton Press.

Snyder, S. (1996). *Integrate with integrity: Music across the elementary curriculum.* West Norwalk, CT: IDEAS Press.

Walker, P. (1993). *Bring in the arts: Lessons in dramatics, art, and story writing for elementary and middle school classrooms.* Portsmouth, NH: Heinemann.

Wilson, L., Malmgren, D., Ramage, S., & Schulz, L. (1991). *An integrated approach to learning.* Portsmouth, NH: Heinemann.

Wood, K. E. (2001). *Interdisciplinary instruction: A practical guide for elementary and middle school teachers.* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

MUSIC TEXTBOOKS FOR THE CLASSROOM TEACHER

Anderson, W. M., & Lawrence, J. E. (2000). *Integrating music into the elementary classroom* (5th ed.). Belmont, CA: Wadsworth/Thompson Learning.

Bergethon, B., & Boardman, E. (1979). *Musical growth in the elementary school* (4th ed.). New York, NY: Holt, Rinehart and Winston.

Campbell, P. S., & Scott-Kassner, C. (1995). *Music in childhood: From preschool through the elementary grades.* New York, NY: Schirmer.

Carlton, E., & Weikart, P. (1994). *Foundations in elementary education: Music.* Ypsilanti, MI: High/Scope Press.

Dunleary, D. (1992). *The language beat.* Markham, ON: Pembroke.

Gelineau, R. P. (1995). *Experiences in music* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Hackett, P., & Lindeman, C. A. (1998). *The musical classroom: Backgrounds, models, and skills for elementary teaching* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Harrison, L. N. (1983). *Getting started in elementary music education.* Englewood Cliffs, NJ: Prentice-Hall.

Herrold, R. M. (1984). *New approaches to elementary music education.* Englewood Cliffs, NJ: Prentice-Hall.

Hoffer, M. L., & Hoffer, C. R. (1987). *Music in the elementary classroom: Musicianship and teaching.* San Diego, CA: Harcourt Brace Jovanovich.

Hunter, T. (1996). *Using music to enhance learning in your classroom (Grades K-3).* Resource Handbook and Cassette Tape. Bellevue, WA: Bureau of Education and Research.

Irwin, P., & Nelson, J. (1986). *The teacher, the child, and music.* Belmont, CA: Wadsworth.

O'Brien, J. P. (1983). *Teaching music.* New York, NY: Holt, Rinehart and Winston.

Page, N. (1995). *Music as a Way of Knowing.* New York, NY: Sternhouse.

Richardson, C. P., & Atterbury, B. W. (2001). *Music every day: Transforming the elementary classroom.* Boston, MA: McGraw Hill.

Rozmajzl, M., & Boyer-White, R. (2000). *Music fundamentals, methods, and materials for the elementary classroom teacher* (3rd ed.). New York, NY: Addison Wesley Longman.

MUSIC JOURNALS

Music Alive! P .O. BOX 904, Rochester, VT 05767. (30 Student Magazines, Teacher's Guide & Cassette, 8 issues/year - $175.00)

Music K-8. P. O. BOX 26627, Wauwatosa, WI 53226. (Magazine & Cassette, 6 issues/year - $39.95)

Music Educators Journal, Canadian Music Educator, Manitoba Music Educator, The Orff Echo, Ostinato, Alla Breve, General Music Today, Teaching Music, etc.

WEBSITES

Music Curriculum/Lessons
<www.groton.k12.ct.us/curric/instruE.htm>
<http://www.TeachNet.com/lesson/mus> (Lesson Plans)
<http://www.talentz.com/MusicEd.html> (Lesson Plans)

Music Directory Sites
<http://toltec.lib.utk.edu/~music/gifs/smheader.gif>
<http://www.geocities.com//Athens/2405/musiclinks.gif>

Music Resources
<www.musicblvd.com/menc>
<www.sheetmusicplus.com/allmusic>
<http://www.isk77.k12.mn.us/resources/staffpages/shirk/k12.music.html>
<www.music.indiana.edu/music_resources>

Practice and Drill Sites for Music Learning
<http://www.pageplus.com/~bigears/indox.html. (Aural Recognition of Intervals)
<http://www.usit.com/jkavol/kavol.htm> (Ear Training)
<http://library.advanced.org/33306/cgi-bin/tune/tune.cgi> (Name That Tune)
<http://www.geocities.com/Heartland/ridge/6081/music.html> (Games and Quizzes)
<http://www.menc.org/gudes/charguid/match/matgame1.htm> (Matching Sounds and Instrument Pictures)
<http://www.indyorch.org/puzlgage.html> (Games/Orchestral Instruments)
<http://tqjunior.advanced.org/5116/> (Orchestra/Science of Sound/Instrument Building)

Provincial Web Sites
<www.bctf.ba.ca/psas/BCMEA> (British Coumbia)
<www.mbnet.mb.ca/~creynold/MMMEA.html> (Manitoba)
<www.stermnet.nf.ca/Curriculum/Music/index.htm> (Newfoundland and Labrador)
<www.nsmea.com> (Nova Scotia)
<www.omea.on.ca> (Ontario)
<www.musiceducationonloine.org> (Saskatchewan)

Music Education Software
<http://kellysmusic.mb.ca>

Reference (Dictionaries and Encyclopedias)
<www.grovemusic.com> (Dictionary)
<http://www.ipl.org/exhibit> (Historical Periods)
<http:/www.umn.edu/~lorita/pnorefsh.trml#Dictionary> (Dictionary)
<http//www.hnh.com/intro/htm#intruments> (Instrument Families and Instruments)
<http://tgd.advanced.org/3306/cgi-bin/enclopedia/enclyopedia.cgi (Terms, Composers, Styles, Forms)
<www.gprep.org/classical/index.html> (Virtual Music Library)
<http://toltec.lib.utk.edu/~music/www.html> (Extensive Guide to Finding Music On-Line)

Virtual Learning Centers
<http://www.danmansmusic.com/childrens/> (Children's Songs)
<http://cnet.unb.ca/achn/kodaly/koteach/resources/toc.html> (Children's Songs/Sound Recordings and Notation)
<http://www.concentric.nte/~Gamba/> (Children's Songs Classified by Topic)
<http://www.inscorp.com/harmonica/childm.htm> (Harmonica Tutorial)
<http://members.aol.com/mathewsrfp/guitar.html> (Play a "Virtual Guitar")
<http://itp.nyu.edu/wholenote/lessons/lessdir.asp> (Guitar Course)
<http://www.newyorkphilharmonic.org> (Composers/Instruments of the Orchestra)
<http://www.unm.edu/~lorita/pnokids.html#Meet the Composer> (Listening to Classical Music)
<http://cnet.unb.ca/achn/kodal/koteach/resources/compmonviv.html> (Listening/Composers)
<http://library.advanced.org/11315/world.htm> (World Music)
<http://artsedge.kennedy-center.org/srp.html> (World Arts)
<http://www.geocities.com/SoHo/1823/fr-ank.htm> (Indonesian Songs)
<htttp://www.pacificnet.net/gamelan/> (Balinese and Javanese Arts)

Other
<http://L2L.ed.psu.edu/success/lessons/lesson5/ifac2%5Fl.htm> (History of Jazz)
<http://L2L.ed.psu.edu/success/lessons/lesson11/hfac2%5Fl.htm> (Wind Instruments/Band Music)
<http://L2l.ed.psu.edu/success/lessons/lesson7ifac1%5Fl.htm> (String Instruments)
<http://L2L.ed.psu.edu/success/lessons/lesson10/hfaa2%5Fl.htm> (History of Jazz)
<http://L2l.ed.psuledu/success/lessons/lesson11/fac3%5Fl.htm> (Jazz Education)
<http://L2l.ed.psu.edu/success/lessons/lesson10hfab1%5Fl.htm> (Rock and Roll Music)
<http://members.aol.com/saalkerman/SONGS/iwill.htm> (Song Lyrics)
<http://www.childrensmusic.org> (Listings of Best Music for Kids/Lyrics/Games)
<http://www.schoolmusic.com> (Articles on Music Education, Etc.)

MOVEMENT TEXTBOOKS FOR THE CLASSROOM TEACHER

Barlin, A. (1979). *Teaching your wings to fly: The non-specialists guide to movement activities for young children.* Santa Monica, CA: Goodyear.

Benzwie, T. (1987). *A moving experience.* Tuscon, AZ: Zephyr Press.

Boorman, J. (1969, 1971). *Creative dance in the first three grades and Creative dance in grades four to six.* Don Mills, ON: Longman Canada, Academic Press.

Cambique, S. (1981). *Learning through dance/movement: Problem solving with creative movement.* Los Angeles, CA: Performing Tree Inc.

Carmichael, D., & Currelly, M. (1992). *Movability.* Toronto, ON: OHPERD.

Curtis, S.R. (1982). *The joy of movement.* New York, NY: Teachers College Press.

Dance Committee (1988). *Creative dance.* Ottawa, ON: CAHPER.

Donohue Zakkai, J. (1997). *Dance as a way of knowing.* New York, NY: Sternhill/The Galef Institute.

Gabbard, C., Leblanc, E., & Lowry, S. (1987). *Physical education for children: Building the foundation.* Englewood Cliffs, NY: Prentice-Hall.

Graham, G. (1992). *Teaching children physical education: Becoming a master teacher.* Champaign, IL: Human Kinetics.

Green-Gilbert, A. (1992). *Creative dance for all ages.* Reston, VA: National Dance Association.

Green-Gilbert, A. (1977). *Teaching the three R's through movement.* Minneapolis, MN: Burgess.

Hammett, C.T. (1992). *Movement actvities for early childhood.* Champaign, IL: Human Kinetics.

Harris, J.A., Pittman, A.M., & Waller, M.S. (1978). *Dance awhile: Handbook of folk, square, and social dance.* New York, NY: Macmillan.

Human Kinetics (1999). *Physical education methods for classroom teachers.* Champaingn, IL: Human Kinetics.

Humphrey, B. (1981). *Improvisation dance movement.* Magnamusic-Baton.

Joyce, M. (1980). *First steps in teaching creative dance to children.* Palo Alto, CA: Mayfield.

Landy, J., & Landy, M. (1992a). *Physical education activities for K-2.* West Nyack, NY: Parker.

Landy, J., & Landy, M. (1992b). *Physical education activities for Grades 3-4.* West Nyack, NY: Parker.

Lloyd, M., (1990). *Adventures in creative movement activities: A guide to teaching.* Reston VA: National Dance Association, AAHPERD.

Lowden, M. (1989). *Dancing to learn.* London, GB: Falmer.

Millar-Grant, J. (1995). *Shake, rattle, & learn: Classroom-tested ideas that use movement for active learning.* Markham, ON: Pembroke.

Morin, F. (1988). *Psychological and curricular foundations for elementary dance education.* Edina, MN: Burgess.

Morin, F. (1985a). *Fundamental dance: Technique time with rhythm and rhyme.* Winnipeg, MB: Rayson.

Morin, F. (1985b). *Elemental movement: Galactical adventures.* Winnipeg, MB: Rayson.

National Dance Association (1990). *Guide to creative dance for the young child.* Reston, VA: National Dance Association.

Nelson, W. E., & Glass, H. (1992). *International playtime: Classroom games and dances from around the world.* Carthage, IL: Fearon Teacher Aids.

Pangrazi, R. (1998). *Dynamic physical education for elementary school children.* (12th ed.). Needham Heights, MA: Allyn and Bacon.

Pica, R. (1995). *Experiences in movement with music, activities and theory*. Albany, NY: Delmar.

Plimpton, C. E., & Sweeney, V. J. (1999). *Physical education methods for the elementary school teacher*. Dubuque, IA: Eddie Bowers.

Preston-Dunlop, V. (1980). *A handbook for dance in education*. Estover, Plymouth: MacDonald & Evans.

Russell, J. (1975). *Creative movement and dance for children*. Boston, MA: Plays.

Sanders, S.W. (1992). *Designing preschool movement programs*. Champaign, IL: Human Kinetics.

Smith, T., & Gestaro, N. (1998). *Student-centered physical education*. Champaign, IL: Human Kinetics.

Stinson, S. (1988). *Dance for young children: Finding the magic in movement*. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance.

Stinson, W.J. (Ed.). (1990). *Moving and learning for the young child*. Reston, VA: AAHPERD.

Sullivan, M. (1982). *Feeling strong, feeling free: Movement exploration for young children*. Washington, DC: The National Association for the Education of Young Children.

Verner, P., & Burton, E. (1979). *Learning through movement: Teaching cognitive content through physical activity*. Toronto, ON: C.V.P. Mosby.

Weikart, P. (1983). *Teaching movement and dance*. Ypsilanti, MI: High/Scope Press.

Weikart, P., & Carlton, E.B. (1995). *Foundations in elementary education. Movement*. Ypsilanti, MI: High Scope Press.

MOVEMENT JOURNALS

JOHPERD Journal, CAHPERD Journal, MPETA Journal, Early Childhood Connections, Journal of Music- and Movement-Based Learning (For additional information contact: Martha Hallquist, Editor, 2710-19th Street, Greeley Co 80631.

WEBSITES

Active Living
<http://www.activeliving.ca>

Curriculum Guides
<http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/physhlth.html> (Manitoba Education and Training)
<http://www.bced.gov.bc.ca/irp/pek7/petoc.htm> (British Columbia Education)
<http://edserv.sasknet.sk.ca/docs/evergrn.html> (Saskatchewan Department of Education)

Dance Movement
<www.csuchico.edu/educ/cguenter/Four Arts/DA/Dacrmov.html>
<www.galstar.com/~davii/mus-mov.htm>
<www.track0.com/canteach/elementary/pendance.html>
<www.pbc.org/wghh/arthur/teachers/activities/grece.html>

BEST COPY AVAILABLE

Games
<http://www.gameskidsplay.net/index.html>
<gamesCentral.com>
<http://home.sam.rr.com/rstuff/games/all.htm>

MPETA Resource Center
<http://www.mbnet.mb.ca/~mpeta/resource_center/>

P. E. Central
<http://pe.central.vt.edu>

P. E. Lesson Plans/Teaching Suggestions
<http://members.tripod.com/~pazz/lessons.html>
<http://www.teachersfirst.com/lesn-pe.htm>
<http://www.pro-teacher.com?120015.shtml>
<http://www.sph.uth.tmc.edu/shppr/catch/pelessons.htm>
<www.lesson planz.com>

Appendix B - Sample Movement Learning Plan Developed by Teacher Candidates

Lesson Plan For Grade 2/3 Phys-ed

Purpose:

To help students to develop their skills in both dynamic and static balance, through a series of activities.

Theme: The Circus

Materials:

Two benches
Mats
Stilts
Clown face
Music
Bean Bags
Pinnies

*When students hear the music they will rotate clock wise from one activity to the next

Warm-Up

Game: Frozen Tag

* The game is modified to use the skill of balance.
* Students will be instructed that when they are tagged they will balance on one foot with their arms stretched out to the side. (Sarah will demonstrate, with Cheri)
* Four students will be it, and were a pinnie
* When a student is tagged they must freeze in position, the only way that they become free is if another student tags their outreached hand
* The game will continue for about three minutes. When the music stops the students will return to the circle and those with pinnies will give them to four new students.
* Game will resume for another two minutes, and once again when the music stops they will return to the circle.
* Kim will instruct the children with the proper form for balance beam walking. Shoulders back, head up, tummy tucked in. Emphasis will be placed on placing one foot in front of the other rather then shuffling, or side-stepping
* Cheri will then divide the class into three groups, the children were number one to three and asked to hold their number using their fingers over their head to ensure they would not forget their number
* University students were also numbered in the same manner. Their role will be to help spot the children in an effort to avoid injury.

BEST COPY AVAILABLE

Activity One: Aiming and Throwing at Clown Face

Set-up:

*Board with clown face
*Bean Bags
*Stand about three to five feet away from clown face

Explanation:

*Explain underhand throwing: step forward with the foot opposite of the hand you throw with, step and follow through with throw, swinging your arm forward.
*Take turns throwing beanbag at clowns face, trying to get the beanbag to go through the hole of the eyes nose or mouth of the clown face.
*To provide more of a challenge, while aiming for the clowns, eyes, nose, and mouth, have students put a beanbag on their head.
*This is to practice controlled underhand throwing.
*Trying to balance while throwing
*University students will help students with correct form

Adaptations:

*Stand further back from the target if the distance is too easy
*Move closer to the target if the distance is too difficult

Activity Two: Tight Rope Walking

Set-up:

*Two benches: one upside down with narrow walk way, the other right side up with a wider walk way
*Mats on either side of both benches, in case students fall

Explanation:

*Demonstrate and explain to the students the "tight rope" activity
*Discuss what their bodies should look like while balancing (head up, shoulders back, stand tall, walk with one foot in front of the other)
*Ask the students to imagine they are walking on a tight rope at the circus
*Have the students walk forwards on both benches
*Warn students that the second bench is narrower and not to worry because the University students will help them

BEST COPY AVAILABLE

*The second time, have the students try to walk along the bench with a balance beanbag on their head
*Have the children walk back to the beginning of the line by walking on the black line on the floor
*Have students wait for their turn while balancing their beanbag on their head

Adaptations:

*Have students place a beanbag on their head and shoulders and then walk the tight rope
*If some children still find the activity easy ask them to try walking backwards while balancing a beanbag

Activity Three: Walking on Stilts

Set-up:

Four sets of bucket stilts

Explanation:

*Instruct students on how to walk using the stilts
*Remind students to walk with their head up and shoulders back
*Tell students to make sure that their foot is placed squarely in the center of the stilt
*Have students partner off with having one partner stand on one line and the other partner opposite them on a line several feet away
*Students will put on their stilts and walk to their partners, and then give the stilts to their partner. The partner will then walk back to the starting line and turn and come back to their partner.
*When students have completed this task have them try again this time with a beanbag on their head

Adaptations:

*If students are finding this easy have the distance between the partners further apart
*Have students walk with the stilts balancing a beanbag on their heads and shoulders

BEST COPY AVAILABLE

Cool Down:

*In the groups that they are in, the students will form a line behind each of the instructors, Cheri, Kim and Sarah.
*The instructors will lead the students in a game of follow the leader while walking along the lines on the floor
*The instructors will then lead the groups one at a time to get water and then send them off to change

Assessment:

*Students use proper form while balancing
*Participate with enthusiasm
*Use proper technique for throwing
*Students work well with others

Adaptation for students with visual disability:

*For the game of tag the students can work with a partner so that they do not collide with others.
*The first activity the student can stand much closer to the clown face
*For the second activity have the student work with a partner, so that they can hold onto their partners hand
The third activity the student can then again work with a partner to help them balance on the stilts

Resources

1994 Physical Education K-4: Movement with Meaning Curriculum Support Series Manitoba Education and Training

http://www.gameskidsplay.net/index.html

Block, Martin E.
1994 A Teacher's Guide to Including Students With Disabilities in Regular Physical Education. Paul H. Brookes Publishing Co. Baltimore, Maryland.

BEST COPY AVAILABLE

Appendix C - Sample of Teacher Candidates' Reflective Writing

Reflection

When setting up before our lesson plan we made the mistake of setting up our centres without realizing that we needed the room in the gym for the game of tag. We quickly had to move the equipment aside and make arrangements for it to be moved back after the game of tag. Sometimes it seems like you have so many great ideas and are prepared, but suddenly you realize that you neglected to think of something as you got ahead of yourself. Sarah began the lesson and explained how to play the game of balance tag. It was important to tell the students where the boundaries were and to keep their own personal space to be safe. We were amazed that when the music stopped they immediately went back to the circle as they had been instructed. The students were able to warm up and seemed to enjoy themselves while practicing balance as well. The class seemed a bit noisy but we figured that the gym is a place where the noise level is up.

After the game of tag a short discussion on balance was led by Kim. The group was suppose to meet aside from the centre of the gym so the benches could be set up for a centre, but unfortunately this was forgotten after tag so we had to think quickly to get the group to move over. They were asked to practicing balancing on the gym lines while moving over to the side. The discussion on balance reminded students of proper techniques when balancing on a line. The students were invited to share their knowledge of what you should do when balancing, such as standing straight, looking forward, shoulders back, and stomach in. The students were then asked to pick out what Kim was doing wrong when walking on the line. They were quick to point out that Kim should have had her head up and stand straight. Students were divided into three groups by

numbering them off; this went smoothly and was not delayed as university students displayed the centre number on their fingers.

The underhand throwing centre was entertaining for the students as they had a clown face to throw bean bags at, aiming for the holes in the eyes, nose, and mouth. The students have a fair amount of experience with underhand throwing so the goal was to practice more controlled throwing. This was attempted by asking students to balance a bean bag on their head while throwing the bean bag. The distance of the clown face could be easily adjusted by moving it forward of backwards if it was too difficult or easy for the students. Students were asked to hold up the hand they throw with and reminded to step forward with the opposite foot. An underhand throw was demonstrated by Kim so students could see what was expected of them. The students listened to instructions very well, took turns, and were not impatient or bored. The students enjoyed the activity and had many opportunities to practice. Music was also played during the centre times to provide a fun and relaxing environment. The music was stopped when it was time to rotate centres.

Cheri thought that her activity was very successful. The children found the activity fun and easy (at the beginning). Some children were uneasy about taking the risk of walking backwards so they needed a little motivation. Cheri found that even though the first bench was not difficult to balance on, a lot of children used incorrect form. In an effort to fix this problem Cheri modeled what their body should look like when they are balancing. Walking backwards on the thin bench was difficult, maybe a bit too hard. Next time Cheri would not ask them to walk backwards on that bench. Also this centre can be backed up due to some children taking their time while others want to rush, so

Cheri had to quickly make some changes to ensure that there were no injuries. Cheri had to remind a few students that throwing beanbags was not acceptable, overall the children seemed to have fun and they could increase the challenge by balancing bean bags on their head or shoulders, this is something some students needed and wanted.

The silts centre was one that the children were really excited to participate in. Some children were so excited that they did not want to wait for instruction. After Sarah had given the instructions to ensure that the children placed their foot squarely on the centre of the stilt she had one group walk to their partners and give their stilts to their partner. The problem was that once the stilts were traded the children had no one to trade with, so they had to walk back again. If we were to do this again we would have the students stand at one end and walk around a pylon and then back to give the stilts to their partners. Some children found it really easy and in an effort to accommodate for this Sarah had them walk with a bean bag on their head. It was amusing because two of the groups were an uneven number of students so Sarah had the university students fill in. It was funny because the ropes on the stilts were not long enough and so the adults had to bend over really far. Sarah also discovered that being consistent with instructions was important. With the first group Sarah instructed them with the proper way to walk on the silts. The instructions were not given to the second group and as a result more children fell off, and so Sarah ensured that the third group was instructed.

Centres are a great way for teachers to assess students on skills. They also provide the teacher with the opportunity to work with small groups and pay more attention to each individual. We felt that centres were a great way to explore different activities and concentrate on smaller groups. Our lesson was full of lots of activity and

we definitely covered different types of balancing. We questioned how activities such as these could be done with one teacher. It would be great for assessing proper technique, but it would not be very safe for the students at the other centres. If the teacher is at one centre then the other centres involved must be simple and safe so students can use them independently. Centres are also great as they allow you to change and make adjustments for future groups. If something was too hard, easy, or a problem it can be adjusted for the next group.

As a closing and cool down we decided to have the students pretend to be tightrope walkers and follow behind us while balancing on the gym floor lines. This allowed the students to move slowly and tone down after the lesson. Students were taken in their groups to the water fountain to avoid a large group or rush. One at a time the groups were lead around the gym balancing on the lines until it was their turn to reach the water fountain. Overall we thought the lesson was successful. We were glad to have this opportunity and feel more confident about teaching our own gym class in the future.

Appendix D - Sample Instructor Assessment of Field-Based Assignment

132.202 Early Years Curriculum and Instruction in Music and Movement II
Instructor: Dr. Francine Morin
Field-Based Movement Plan and Implementation
RESPONSE TO ASSIGNMENT

Date: November 6, 2001 **Grade Level:** Grade 2/3

Learning Plan and Reflection (24 of 25).

- A very comprehensive lesson plan which addresses all critical elements of planning has been developed.
- The overall all structure of the lesson from warm-up to main body to cool down is very clear and nicely linked to your intents.
- Attention to assessment should flesh out the "proper form," so that it is clear just what you are looking for. Try to stress the movement achievement, rather than behavioral data in your assessment.
- Details are planned for optimal flow, teaming, and group organization.
- Plans have been made to create interest and variety.
- Provisions for individual differences are built into the plan.
- Descriptions of each segment are rich and easy for another teacher to follow.
- Effective sequencing of segments.
- Strong reflective comments have been submitted which point to the strengths in your plan and implementation: need to be comfortable working in a noisier "classroom," good behavior control/management; giving examples of both correct and incorrect movement responses in your demonstration; choices of centers for interest and variety; flexibility of centers to address individual needs; value of centers for assessment and individualized instruction; well organized dismissal.
- Suggestions for improvement/change for another time: stilts center to include walk around pylons; need for instruction of all groups; re-organization for one teacher.

Implementation of Plan with Children (13.5 of 15).

- Teacher candidates arrive on time and prepare all materials and equipment necessary for the lesson.
- Your class begins quite promptly at 9:04 am. The Balance Tag game serves as a great warm-up with higher levels of intensity.
- Instructions are somewhat difficult to hear.
- A good idea to use the pinnies to identify taggers, and excellent choice of music to accompany your game.
- Note that the music tended to lower the noise level of the children. They often scream a lot during tag games. This gives them a listening vs screaming focus. Music also served as a good way to cue to stop and change the taggers.
- At 9:06 am taggers are changed. Very good way to thread your target concept through the warm-up by utilizing the one-leg stand. Already your teaching focus becomes clear.

Appendix E - University of Manitoba Instructor/Course Evaluation

The University of Manitoba — **INSTRUCTOR/COURSE EVALUATION**[1]

Course #	Section	Slot	Session	Enrollment
Building and Room Number				
Instructor(s)				

OFFICE USE ONLY — Course — Section

Note to all Students: Answers to questions should be given thoughtful consideration as the results of the evaluation will be one of the important components to consider in promotion and tenure decisions as well as annual performance reviews.

Instructions:

For each of the following statements select the response that most closely expresses your opinion. Please mark N/A if the item does not apply to your instructor or course. Record your responses in the appropriate oval to the right of the statement.

USE AN HB PENCIL ONLY. Incorrect Marks: ∅ Ø ⊖ ◑ Correct Mark: ●

Use the following scale when evaluating the first 29 statements.

	N/A	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
LEARNING						
1. I have found the course intellectually challenging and stimulating.	①	②	③	④	⑤	⑥
2. I have learned something which I consider valuable.	①	②	③	④	⑤	⑥
3. My interest in the subject has increased as a consequence of this course.	①	②	③	④	⑤	⑥
4. I have learned and understood the subject materials of this course.	①	②	③	④	⑤	⑥
ENTHUSIASM						
5. Instructor was enthusiastic about teaching the course.	①	②	③	④	⑤	⑥
6. Instructor was dynamic and energetic in conducting the course.	①	②	③	④	⑤	⑥
7. Instructor enhanced presentations with the use of humour.	①	②	③	④	⑤	⑥
8. Instructor's style of presentation held my interest during class.	①	②	③	④	⑤	⑥
ORGANIZATION						
9. Instructor's explanations were clear.	①	②	③	④	⑤	⑥
10. Course materials were well prepared and carefully explained.	①	②	③	④	⑤	⑥
11. Proposed objectives agreed with those actually taught so I knew where course was going.	①	②	③	④	⑤	⑥
12. Instructor gave lectures that facilitated taking notes.	①	②	③	④	⑤	⑥
GROUP INTERACTION						
13. Students were encouraged to participate in class discussions.	①	②	③	④	⑤	⑥
14. Students were invited to share their ideas and knowledge.	①	②	③	④	⑤	⑥
15. Students were encouraged to ask questions and were given meaningful answers.	①	②	③	④	⑤	⑥
16. Students were encouraged to express their own ideas and/or question the instructor.	①	②	③	④	⑤	⑥
INDIVIDUAL RAPPORT						
17. Instructor was friendly towards individual students.	①	②	③	④	⑤	⑥
18. Instructor made students feel welcome in seeking help/advice in or outside of class.	①	②	③	④	⑤	⑥
19. Instructor had a genuine interest in individual students.	①	②	③	④	⑤	⑥
20. Instructor was adequately accessible to students during office hours or after class.	①	②	③	④	⑤	⑥
BREADTH						
21. Instructor contrasted the implications of various theories.	①	②	③	④	⑤	⑥
22. Instructor presented the background or origin of ideas/concepts developed in class.	①	②	③	④	⑤	⑥
23. Instructor presented points of view other than his/her own when appropriate.	①	②	③	④	⑤	⑥
24. Instructor adequately discussed current developments in the field.	①	②	③	④	⑤	⑥
EXAMINATIONS						
25. Feedback on examinations/graded materials was valuable.	①	②	③	④	⑤	⑥
26. Methods of evaluating student work were fair and appropriate.	①	②	③	④	⑤	⑥
27. Examinations/graded materials tested course content as emphasized by the instructor.	①	②	③	④	⑤	⑥
ASSIGNMENTS						
28. Required reading/texts were valuable.	①	②	③	④	⑤	⑥
29. Readings, homework, laboratories contributed to appreciation and understanding of subject.	①	②	③	④	⑤	⑥

[1] Based on Student Evaluation of Educational Quality (SEEQ), permission granted © 1976, 1991, 1993 Herbert W. Marsh

BEST COPY AVAILABLE

OVERALL

	N/A	VERY POOR	POOR	AVERAGE	GOOD	VERY GOOD
30. Compared with other courses I have had at the U. of M., I would say this course is:	①	②	③	④	⑤	⑥
31. Compared with other instructors I have had at the U. of M., I would say this instructor is:	①	②	③	④	⑤	⑥
32. As an overall rating, I would say this instructor is:	①	②	③	④	⑤	⑥

STUDENT AND COURSE CHARACTERISTICS (LEAVE BLANK IF NO RESPONSE APPLIES)

33. Course difficulty, relative to other courses, was: (1=Very easy, 2=Easy, 3=Average, 4=Difficult, 5=Very difficult)	①	②	③	④	⑤
34. Course workload, relative to other courses was: (1=Very light, 2=Light, 3=Average, 4=Heavy, 5=Very heavy)	①	②	③	④	⑤
35. Course pace was: (1=Too slow, 2=Slow, 3=About right, 4=Fast, 5=Too fast)	①	②	③	④	⑤
36. Hours per week required outside of class: (1=0 to 2, 2=2 to 3, 3=5 to 7, 4=8 to 12, 5=Over 12)	①	②	③	④	⑤
37. Level of interest in the subject prior to this course: (1=Very low, 2=Low, 3=Medium, 4=High, 5=Very high)	①	②	③	④	⑤
38. Overall GPA at U. of M. Leave blank if not yet established: (1=Below 2.5, 2=2.5 to 3.0, 3=3.0 to 3.4, 4=3.4 to 3.7, 5=Above 3.7)	①	②	③	④	⑤
39. Expected grade in the course: (1=F, 2=D, 3=C or C+, 4=B or B+, 5=A or A+)	①	②	③	④	⑤
40. Reason for taking course. Select the one which is best: (1=Required for major, 2=Elective for major, 3=Faculty requirement, 4=Minor or related field, 5=General interest only)	①	②	③	④	⑤
41. Year in program: (1=First, 2=Second, 3=Third, 4=Fourth, 5=Pre-masters/Graduate)	①	②	③	④	⑤

SUPPLEMENTAL QUESTIONS

(ADDITIONAL QUESTIONS MAY BE ADDED BY THE INSTRUCTOR, DEPARTMENT OR FACULTY/SCHOOL) SEE HANDOUT

42.	①	②	③	④	⑤	49.	①	②	③	④	⑤	56.	①	②	③	④	⑤	63.	①	②	③	④	⑤
43.	①	②	③	④	⑤	50.	①	②	③	④	⑤	57.	①	②	③	④	⑤	64.	①	②	③	④	⑤
44.	①	②	③	④	⑤	51.	①	②	③	④	⑤	58.	①	②	③	④	⑤	65.	①	②	③	④	⑤
45.	①	②	③	④	⑤	52.	①	②	③	④	⑤	59.	①	②	③	④	⑤	66.	①	②	③	④	⑤
46.	①	②	③	④	⑤	53.	①	②	③	④	⑤	60.	①	②	③	④	⑤	67.	①	②	③	④	⑤
47.	①	②	③	④	⑤	54.	①	②	③	④	⑤	61.	①	②	③	④	⑤	68.	①	②	③	④	⑤
48.	①	②	③	④	⑤	55.	①	②	③	④	⑤	62.	①	②	③	④	⑤						

Please use the remaining space to clarify any of your responses, to make other comments, or to reply to other open-ended questions.

Designed, typeset™ by MCS. Mark Reflex® 9862150722 1 0143 T1006

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title:	Integrating Faculty and Field Experiences in Movement Teacher Education, Final Research Report
Author(s):	Francine L. Morin, Ph.D.
Corporate Source: Faculty of Education, University of Manitoba	Publication Date: Sept. 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1 ✓

Level 1

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: Dr. Francine Morin

Printed Name/Position/Title:

Organization/Address: Faculty of Education, Room 261
University of Manitoba, Winnipeg, MB
Canada R3T 2N2

Telephone: (204) 474-9054

FAX: (204) 474-7550

E-Mail Address: fmorin@cc.umanitoba.ca

Date: Oct 15, 2002

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address.

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: http://ericfacility.org